DOCUMENT RESUME

ED 349 798 FL 020 510

AUTHOR	Meara, Paul, Comp.
TITLE	Vocabulary in a Second Language. Volume 2. Specialised Bibliography 4 [Covering 1980-1985.]
INSTITUTION	Centre for Information on Language Teaching and Research, London (England).
REPORT NO	ISBN-0-948003-86-3
PUB DATE	87
NOTE	97p.; For volume 1, see FL 020 509.
AVAILABLE FROM	Centre for Information on Language Teaching and Research, Regent's College, Inner Circle, Regent's Park, London NW1 4NS, England (7.95 British pounds).
PUB TYPE	Reference Materials - Bibliographies (131)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Annotated Bibliographies; Foreign Countries; *Language Research; *Second Language Learning; *Vocabulary Development

ABSTRACT

This bibliography is a follow-up to the "Specialised Bibliography 3," published by the Centre for Information on Language Teaching and Research, in 1983. This volume covers work in the field of second language vocabulary acquisition that has appeared between 1980 and 1985. There are approximately 300 entries in this bibliography, and for each entry, an abstract is provided. A glossary of terms, a subject index, and a language index are attached.) (JL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
B. Newson
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ED349798

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Specialised Bibliography 4

Vocabulary in a second language

Volume 2

Compiled and edited by Paul Meara

Centre for Information on Language Teaching and Research

FL 020 510

BEST COPY AVAILABLE

£7.95

Specialised Bibliography 4

VOCABULARY IN A SECOND LANGUAGE

Volume 2

Compiled and edited by Paul Meara

Centre for Information on Language Teaching and Research

for JLMT

First published 1987

Copyright ©1987 Centre for Information on Language Teaching and Research
ISBN 0 948003 86 3

Printed in Great Britain by Direct Printers

Published by Centre for Information on Language Teaching and Research, Regent's College, Inner Circle, Regent's Park, London NW1 4NS

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise without the prior permission of the Copyright owner.

Contents

	page
Introduction	1
Abstracts	5
Glossary	81
Subject Index	89
Language Index	90

Introduction

This bibliography is a follow-up to the Specialised Bibliography 3 published by CILT in 1983. That volume reviewed the work on vocabulary acquisition in a second language between 1960 and 1980. This volume covers work in the same field that has appeared between 1980 and 1985.

There are almost three hundred entries in this volume. The entries are organised alphabetically, and for each entry I have provided a short abstract. In most cases, these abstracts are non-evaluative, and are intended to give an idea of what the article is about, so that interested readers will be able to work out for themselves whether it is worth their while searching out the original article or book.

In order to economise on space, certain technical terms which occur frequently in a number of entries have been explained in a glossary at the end of the book; these technical terms are marked with an asterisk (*) in the text.

Occasionally, an entry is listed without an abstract. This occurs where it proved difficult to get hold of a copy of the original work, but where it was clear from other sources that the work ought to be included in the listing. The number of unabstracted articles is much higher than I would have preferred because of a partial collapse of the inter-library loan service during a critical phase of the preparation of this volume. The main effect of this was that it became very difficult to obtain foreign material, particularly theses. Sometimes, however, it was possible to produce an abstract from what appeared to be a reliable secondary source; in these cases, the abstract is printed in brackets [...] and the secondary source named after the abstract.

The completion of this second volume inevitably invites comparisons with the state of the field when the first volume was completed, and three points have particularly impressed me during this work. The first point is the sheer volume of material which I have had to cover. Not very long ago, it was fashionable to refer to vocabulary acquisition as a "neglected aspect" of second language acquisition, and a whole series of variations on this theme, in many languages, has appeared in print. It is obvious, however, that this image is no longer a true one. The work reviewed in this volume covers a five year period, but contains more entries than volume one, which covered a period of twenty years. Furthermore, though I felt I could claim for the first volume that it was pretty exhaustive in its coverage, I feel much less confident about making the same claim for this volume. Every now and again, my search methods have brought to light important papers and sometimes whole research programs of which all my previous sources were ignorant. This is

particularly true of material written in less-well known languages, notably Russian. Some important work in other languages is also under-represented: Lozanov's work on massive vocabulary instruction, for instance, originally appeared in Bulagarian, and is reported in in English only in very unreliable secondary sources. This comment is not to be taken as a chauvinistic grumble about scholars who publish in minority languages, of course. The problem is simply that preparing a bibliography is a bit like being a botanical explorer. Research programs tend to appear in very narrowly defined habitats - a single journal, a set of working papers -, and it is hard to track down material which is not cited in the journals you have ready access to. Once you find the first clue to the existence of a body of research, then it is generally easy to trace the rest; until then, there is often no trace of what subsequently turns out to be very important. The basic problem, of course, is that this "neglected area" has now grown to such a size that it is not possible for a single editor to keep up with it all. If readers think that it is worthwhile for someone to continue to monitor this work, then it will have to be done on a different basis in future - perhaps a series of review articles by a number of authors, rather than a collection of abstracts.

Apart from the sheer volume of material, the second point which has impressed me is one which was already becoming apparent in Volume One. That volume contained a number of abstracts dealing with the word handling skills of bilingual speakers. In Volume Two, the number of papers of this sort is very large. Most of these studies are not chiefly interested in the acquisition of vocabulary in an L2, but they rely very heavily on data which comes from studies of how bilinguals handle single words. The main interest of these papers is to establish how language is organised in the brain, and they study bilinguals - especially brain damaged bilinguals - because such speakers present special problems and allow very specific models of lexical storage to be readily tested. The obvious relevance of this work to second language acquisition is hard to dispute. Moreover, one cannot but be impressed by the quality of this research, and the huge amount of research money which is being devoted to this area.

In Volume one, I noted that this clinically oriented work was already beginning to have an impact, and I suggested that it might be possible to make real progress in our understanding of vocabulary acquisition in an L2 if we could effect some sort of synthesis between the applied linguistic tradition and this new one. So far, there is very little sign of this happening. The overlap between these two research traditions is minimal, with only a couple of Dutch and Swedish researchers at home with both ways of thinking. If anything, the split between this psycholinguistic, clinical research and the more applied linguistic tradition has become even more apparent recently than it was five years ago.

There are probably two reasons for this. The first reason is that the psycholinguistic research takes place within a framework of very clear models, which makes it clear which questions are important, and which ones need to be be researched next. This makes it possible for people to develop increasingly sophisticated research tools, and for people working in separate projects to pool their data in a meaningful way. It also means that new ideas and techniques are disseminated very quickly, and that most of the research published is directly relevant to a growing body of theory. In addition, the fact that this research has powerful backing means that it becomes an attractive area for young people to work in, and indeed, much of the new work on this side has come out of research teams composed of PhD students and young post-doctoral research staff who are clearly of very high calibre.

This is in great contrast to the overall picture which emerges from the applied linguistic research. As in volume one, much of the published material on this side is not really research at all, in the sense that it makes no attempt to develop and evaluate models of vocabulary acquisition, and many of the authors seem content to make claims which strike me as very dubious, without any sort of empirical support. Where empirical work has been undertaken, it is often of poor quality, unfortunately. There is, of course, some very good, even outstanding work produced by people whose main interest is second language acquisition, but even here, there is no evidence of large resources and little evidence of formal backing of any sort. Most of the work on this side is produced by single researchers, obviously financed on a shoe-string. Most of the research I have reported comes in the form of single, one-off papers, and there are only a handful of examples of continuous, ongoing projects which are likely to produce long-standing results, and become part of our generally received ideas about vocabulary acquisition.

I find this picture a depressing one. It means that vocabulary acquisition is still a neglected area - no longer neglected by linguists, perhaps, but certainly one that is neglected, if not scorned, by the people who make decisions over how research money gets spent. This is a problem that needs to be tackled as a matter of urgency.

More positively, the third factor which has impressed me in the preparation of volume two is the number of items of book length which I have been able to include, the number of whole issues of journals devoted to this topic, and especially the number of text books designed to teach vocabulary, particularly English vocabulary, which have appeared recently. Some of this material is of exceptionally high quality, and shows a level of sophistication which was not in evidence five years ago. If only we could persuade the publishers of these books to invest some of the profits in a

couple of well-thought out basic research projects each supporting teams of half a dozen full-time researchers, the future would look a lot more promising...

Many people helped in the preparation of this bibliography, and I would like to offer thanks to colleagues who sent me copies of material which was relevant. I am particularly grateful to colleagues in Belgium and The Netherlands, and in Finland. Peter Broeder introduced me to a large body of Dutch research based at Tilburg University which appeared too late to be included in this volume, but which looks like being important in future. The whole thing would have been impossible without the facilties provided by CILT, and without the encouragement I got from my research students. To readers who feel that their work should have been included, I can only apologise, and say that it would have been in if I had known about it.

Paul Meara
August 1987

Abstracts

1 **ADAMS, S**
Scripts and the recognition of unfamiliar vocabulary: enhancing second language reading skills. The Modern Language Journal, 66,2(1982), 155-169.

An account of an experiment in which English subjects were required to read passages in French containing unfamiliar words. Passages were of two types: either they contained "script activators" which provided clues as to the general content area, or they did not contain such clues. Subsequent vocabulary tests showed that subjects who were given script activators found it easier to learn and remember the unfamiliar words. Adams argues that the script activator makes the text more familiar to the reader and this familiarity is what makes the vocabulary easier to absorb.

2 **ADJEMIAN, C**
The transferability of lexical properties. In: S Gass and L Selinker (Eds.) Language Transfer in Language Learning. Rowley, Mass.: Newbury House. 1983.

Adjemian argues that the development of the lexicon in an L2 will be influenced by what information the learner has in his L1 lexicon, and that learners will tend to maximize the development of lexical rules. These assumptions suggest that learners will use ready-made hypotheses about the lexis of the L2, wherever they perceive them to fit the available primary data. These ideas are illustrated with a discussion of causative rules and subcategorised prepositional structures in English and French, and an analysis of typical learner errors in these languages.

3 **AF TRAMPE, P**
Two experimental studies in foreign language learning/teaching. Doctoral Thesis, Dept of General Linguistics, University of Stockholm, 1982.

This thesis comprises a short introduction which deals with general questions of empirical research into langage learning and two larger empirical studies on word/letter recognition in Russian, and on concept development in an L2. The two empirical sections are also published separately (see below).

4 **AF TRAMPE, P**
An experiment in foreign language vocabulary learning. Concept learning and memorization. Papers from the Institute of Linguistics, University of Stockholm, 45, 1983.

Two groups of Swedish speakers were taught the fundamentals of heraldry in either English or Swedish, and subsequently learned the technical terms in the other language by rote memorization. Initial learning in both languages was tested, as was retention after one week. Results showed that initial concept learning in the L2 (English) has a better effect than rote memorization of L1/L2 pairs, provided that L2 proficiency is reasonably high. L2 vocabulary seems to decline less quickly when learned under the concept learning condition, but the decline was quite small in both cases.

5 **AF TRAMPE, P**
Foreign language vocabulary learning - a criterion of learning achievement. In: H Ringbom (Ed) Psycholinguistics and Foreign Language Learning. Åbo: Åbo Akademi. 1983.

Af Trampe discusses the problem of how you decide whether a word is known or not - for example in experimental work on acquisition. He argues that accurate production is not a necessary criterion, and that different criteria may be appropriate for different stages of learning. Implicit criteria used in experimental studies need to be made more explicit if results from different paradigms are to be comparable.

6 **ALBANESE, J-F**
Language lateralization in English-French bilinguals. Brain and Language, 24(1985), 284-296.

A report of a *dichotic listening task using French-English bilinguals and single words. There were no differences in laterality when the stimuli were all in the same language. When stimuli came from both languages, fluent bilinguals showed a smaller *right ear advantage than non-fluent bilinguals. In addition, French dominant subjects all showed less marked right ear advantage than English dominant subjects, and both groups responded preferentially to French words.

7 **ALEXANDER, R**
What's in a four-letter word? Word meaning in English and second language learning. Die Neueren Sprachen, 2(1982), 219-224.

Alexander argues that words in a foreign language are embedded in multidimensional networks of relationships. These relationships are of 3 types: formal (eg. phonological, morphological, etc.); denotational (i.e. related to the overt meanings of words); and c) associative (i.e. related to the connotations of words and the

allusions they evoke). This framework is illustrated with reference to the English word "kick". Learning words in a foreign language involves learning to handle these networks.

8 **ALEXANDER, R**
Vocabulary assimilation and the 'advanced learner of English': a brief survey of the issues. Arbeiten aus Anglistik und Amerikanistik, 7,1(1982), 59-75.

Alexander argues that vocabulary assimilation is a central part of language acquisition, and he deplores the way that it has been neglected by both theoretical and applied linguists. He argues that learning and teaching vocabulary at advanced levels can be enhanced by focussing on the importance of collocations and connotations.

9 **ALEXANDER, R**
Phraseological and pragmatic deficits in advanced learners of English: problems of vocabulary learning? Die Neueren Sprachen, 84, 6(1985), 613-621.

This paper discusses the importance of vocabulary learning for advanced L2 learners, and in particular, the difficulty which these learners have with fixed expressions and idioms. These points are illustrated with a discussion of a set of animal similes and animal metaphors in English.

10 **AMIR-COFFIN, E**
The acquisition of vocabulary in modern Hebrew: problems and strategies. In: M Nahir (Ed.) Hebrew Teaching and Applied Linguistics. University Press of America. 1981.

A general discussion of the difficulties learners face in acquiring an L2 vocabulary, with specific examples from Hebrew. Amir-Coffin argues that it is efficient to teach words first in lists, and subsequently to introduce short illustrative sentences which exemplify each word's meaning, its morphology and its syntactic properties.

11 **ARD, J and T Homburg**
Verification of language transfer. In: S Gass and L Selinker (eds.) Language Transfer in Language Learning. Rowley, Mass.: Newbury House. 1983.

This study analyses the responses of 194 Spanish speakers and 100 Arabic speakers on a test of English vocabulary. These Ss were divided into 5 levels of proficiency. Differences in the score

profiles for individual words are examined and compared with indices of similarity between the English word and words in the L1. Ard and Homburg claim that significant differences between the patterns of responding for Arabs and Spanish speakers are found. In particular, Spanish speakers always show evidence of transfer effects whenever there are significant similarities between L1 and L2 items. These effects were not found in Arabic speakers, where there are few examples of cross linguistic similarity.

12 **ARNAUD, P**
L'enseignement du vocabulaire. In:Linguistique et Enseignement des langues. Lyon: Presse Universitaire de Lyon, (No Ed.), 1980.

This article provides a brief overview of vocabulary teaching in France since 1945. Arnaud distinguishes three main periods. From about 1950, vocabulary teaching was considered to be of considerable importance; students were expected to develop large vocabularies, and time was specifically allocated for this. Teaching was principally context based, but always in the L2. From 1969 onwards, vocabulary lost this privileged status; students were expected to learn only a few hundreds of words, and explicit teaching of vocabulary was largely abandoned. Since 1977, recent reforms seem to have perpetuated these ideas, but Arnaud feels that they also stress the importance of a large passive vocabulary, and the need for each individual student to be responsible for reading and dictionary work on his own.

13 **ARNAUD, P**
Problèmes de vocabulaire et de son acquisition lors de l'aprentissage d'une langue étrangère (anglais). [Problems in the acquisition of vocabulary while learning a foreign language (English)]. Thèse de 3ème cycle, Université de Paris 7, 1980.

14 **ARNAUD, P**
A study of some variables linked to the English Vocabulary Proficiency of French Students. Journal of Applied Language Study, 1, 1(1982), 97-92.

Arnaud argues that L2 learners with a large vocabulary in their L1 ought to find it easier to learn L2 vocabulary than learners with small L1 vocabularies. He attempts to test this claim by running a series of tests in L2 (English), and correlating them with L1 vocabulary size. He finds low, but significant correlations between L1 vocabulary and L2 vocabulary, and interprets this as showing that there is a specific link between vocabulary in the L1 and the L2.

15 **ARNAUD, P**
Review of B Rudzka, J Chanell, Y Putseys & P Ostyn: The words you need. London: Macmillan, 1981. Langues Modernes, LXXVII, 5/6(1983), 491-493.

16 **ARNAUD, P**
Review of M Wallace: Teaching Vocabulary. London: Heinemann, 1982. Langues Modernes, LXXIX,3/4 (1985), 110-111.

17 **ARNAUD, P**
The lexical richness of L2 written productions and the validity of vocabulary tests. University of Essex, Department of Language and Linguistics, Occasional Papers No 29(1984), 14-28.

100 French speaking learners of English took a discrete point vocabulary test and subsequently wrote an essay in English. A number of different measures of lexical richness were extracted from these texts, and the results compared with results from native speakers of English and the original vocabulary tests. Arnaud argues that several of these measures, though widely used, are not sufficiently reliable for them to be used as indices of lexical richness. Instead he advocates the use of the formula

Lexical Richness = Vlex + Vrare -2E

where Vlex = the number of lexical types in a given length of text
Vrare= the number of words not occurring on a standard frequency list
E = the number of lexical errors committed.

18 **ARNAUD, P, H Bejoint and P Thoiron**
A quoi sert le programme lexical? Langues Modernes, 79,3(1985), 72-85.

Official guidelines in France specify a set of English lexical items that are to be taught to learners in schools. The historical background to these guidelines is briefly reviewed, and a study which looks at how well these words are known in practice is reported. The results show that a very high proportion of the designated words were not known by the target learners. A number of possible explanations for this disparity are discussed.

19 **ARNAUD, P, H Bejoint and P Thoiron**
La Lexique. Langues Modernes, LXXIX, 5(1985), 128-130.

A reply to critical comments made by Arrouays (1985) on the preceding paper.

20 **ARONSSON, K**
Free recall of mixed language lists: error patterns in bilingual memory. In: H Ringbom (Ed.) Psycholinguistics and Foreign Language Learning. Åbo: Åbo Akademi, 1983

Finnish-Swedish bilinguals were required to recall *mixed lists of Swedish and Finnish words, and the error patterns produced in recall were analysed. Results showed 1) that more words were recalled in the L2 (Swedish) than in the L1; 2) that there was a tendency to translate into Finnish items presented in Swedish; semantically basic terms were more likely to be translated than less basic terms; 3) that lexical interference is greater among less fluent speakers.

21 **ARROUAYS A**
Le droit à l'oubli. [The right to forget.] Langues Modernes, LXXIX,3/4(1985), 86-88.

A critical commentary on Arnaud, Bêjoint and Thoiron (1985). Arrouays challenges some of the basic assumptions made in that paper, especially the assumption that a language can be treated simply as a stock of words, and argues that there is no reason to expect that learners should acquire all the words you expose them to, especially if these words are not clearly related to relevant senses and meanings.

22 **BANTA, FG**
Teaching German vocabulary: the use of English cognates and common loan words. Modern Language Journal, 65(1981), 129-136.

This article provides a detailed account of the phonological relationships that exist between the vocabularies of English and German. Examples of words which illustrate these correspondences are provided. Banta also discusses the large number of German words which have been borrowed from English or French, and the correpsondences between English and German morphology. He argues that explicitly drawing these relationships to the attention of learners can improve their ability to guess the meaning of unknown German words.

23 **BAXTER, J**
The dictionary and vocabulary behaviour: a single word or a handful? TESOL Quarterly, 14,3(1980), 325-336.

This article discusses the differences between written and spoken language, and the implications of these differences for the types of words that L2 speakers need to know. Baxter argues that using monolingual dictionaries leads students to develop appropriate vocabulary behaviour, especially the ability to define and paraphrase an item that they can't recall. However, results from a survey of Japanese students indicate that most of them learn to use bilingual dictionaries at an early stage, and thus develop bad lexical habits.

24 BEHEYDT, L
Woordenschat in het VTO [Vocabulary in foreign language teaching]. Neerlandica Extra Muros 42(1984), 17-27.

A brief review of the place of vocabulary learning in foreign language teaching in Holland. Beheydt points out that the neglect of vocabulary is largely due to the fact that theoretical linguistics since Bloomfield has concentrated on syntax. Recent developments, especially in Holland, have reversed this trend, and this change of direction is reflected in attitudes and approaches to vocabulary teaching.

25 BEHEYDT, L
The semantisation of vocabulary in foreign language learning. Paper presented to the 1st ISAPL Conference, Barcelona, 1985.

This paper briefly reviews research in semantic theory and in psycholinguistics of relevance to vocabulary acquisition. Beheydt believes that mental elaboration and imagery are essential components in a vocabulary acquisition strategy, and that words must be taught in context not individually. He also argues that an important distinction needs to be made between learning the first 1000 words of a language and subsequent vocabulary acquisition. The first 1000 words are easily acquired, and there is probably a case for teaching them very rapidly rather than in driblets.

26 BEJOINT, H
The foreign student's use of monolingual English Dictionaries: a study of language needs and reference skills. Applied Linguistics, 2,3(1981), 207-222.

This paper provides a summary of recent research on the use of dictionaries by EFL students. Béjoint argues that these users have specific needs, and that not all the information typically available in a monolingual dictionary is of direct use to them. These claims are supported by the results of a 21 point

BEST COPY AVAILABLE

questionnaire which was administered to 122 native French speakers at the University of Lyons. The results of this questionnaire are broadly in line with earlier studies of a similar sort, though some additional inadequacies in the four main dictionaries used by these learners also emerged.

27 **BENSOUSSAN, M and B Laufer**
Lexical guessing in context in EFL reading comprehension. Journal of Research in Reading, 7,1(1984), 15-32.

This paper looks at the ability of EFL students to guess the meaning of unknown words. Ss were tested on a list of 70 words and subsequently tested on the same list with the addition of a passage containing all the words. Context helped guessing in only a fraction of cases. Most incorrect responses could be ascribed to Ss persisting in preconceived ideas about the meaning of the unknown word. There was no evidence that more proficient Ss made greater use of context.

28 **BESSE, H**
Problèmes de sens dans l'enseignement d'une langue étrangère. [Problems of meaning in foreign language teaching]. Langue Française 8(1970), 62-77.

Besse draws a set of parallels between interlingual translation and the similar intralingual process which takes place within a single language. He outlines a number of approaches to the nature of meaning. He argues that *paradigmatic replacement is a useful way of teaching meaning in both L1 and L2, but that this method can be usefully supplemented by transformation exercises which act as a way of reinforcing contextual associations.

29 **BIEDERMAN, I and Y-C Tsao**
On processing Chinese ideographs and English words: some implications from Stroop test results. Cognitive Psychology, 11(1979), 125-132.

An account of a *stroop experiment using Chinese characters. Chinese subjects reading Chinese characters show very large levels of stroop interference compared to English controls performing a similar test in English. Biederman and Tsao argue that this difference is possibly due to the fundamentally different nature of the two writing systems.

30 **BINON, J and A-M Cornu**
La place de l'acquisition du vocabulaire dans l'enseignement du

français langue étrangère. [The place of vocabulary in teaching French as a foreign language]. Romaneske 4(1983).

A detailed exposition of Binon and Cornu's "SOS" method for teaching vocabulary. Part A outlines their general assumptions about vocabulary acquisition: they deplore the neglect of vocabulary teaching, and disapprove of methods which teach words as isolated units; students need to develop inferential skills, reading skills, and the ability to use their vocabulary in communication. These assumptions are backed up with a discussion of relevant psychological and linguistic data. Part B discusses the pedagogical implications of these assumptions. A detailed critical taxonomy of exercise types is presented, and the advantages and disadvantages of each type presented. The final section presents three elaboration matrices which Binon and Cornu recommend teachers to use as a way of formalising which exercises need to be used with which words if errors are to be avoided.

31 BINON, J. and A-M Cornu
L'acquisition du vocabulaire en français fonctionnel. [The acquisition of vocabulary in functional French]. Fachsprache 6(1984), 10-27.

Binon and Cornu argue that vocabulary teaching has typically been unsystematic and ad hoc. They propose that systematic teaching of vocabulary is necessary and suggest that a set of exercises based on both linguistic and didactic principles might be appropriate. Frequency, the need for an item to appear in a learner's active vocabulary, the specialisation of a word, how each word relates to other words, the intrinsic difficulty of items, and the registers that items occur in all influence whether a word should be taught, and if so how this should be done. The occurrence of an item in different types of text, its role in the semantic hierarchy and its ability to combine with other words are also important considerations to be taken into account.

32 BINON, J and A-M Cornu
A semantic approach to collocations: a means to reduce the random character of the co-occurrence of lexical items. ABLA Papers, 9(1985), 37-61.

This article reviews a number of studies which have tackled the question of collocations and vocabulary teaching. Binon and Cornu argue that collocations are not random, and they present an outline descriptive method based on categorical and evaluative aspects of collocation which can be used to show this. They argue that this method allows the teaching of collocations to be brought into the SOS method described more fully in Binon and Cornu (1984).

33 **BLAAS, R**
Fossilization in the advanced learner's lexicon. Upublished Scriptie, Rijksuniversiteit, Utrecht. 1982.

This paper presents a review of a set of lexical errors produced by Dutch learners of English at the University of Utrecht. Blaas claims that lexical errors outnumber syntactic errors by three to one. Abstract nouns are a source of large numbers of errors, and phonological interference is also an important soúrce of errors. An experiment designed to test these claims formally failed to show significant results, however.

34 **BLUM-KULKA, S**
Learning to use words: acquiring semantic competence in a second language. In: M Nahir (ed) Hebrew Teaching and Applied Linguistics. University Press of America, 1981.

A general discussion of what "knowing a word" means, with illustrations from Hebrew. Blum-Kulka identifies 4 main aspects of word knowledge: a) developing a semantic mapping of a word; b) learning its morpho-syntactic properties; c) learning appropriate collocational restrictions, and d) developing an understanding of the potential communicative value of each word, its emotive connotations and its main roles in discourse.

35 **BLOOM, KC and TJ Schuell**
Effects of massed and distributed practice on the learning and retention of second language vocabulary. Journal of Educational Research, 74,4(1981), 245-248.

52 schoolchildren learned a list of 20 nouns paired with their English equivalents. Half the group studied using *massed practice the others using *distributed practice over three days. A test on the fourth day showed that the massed practice group had forgotten four times as many words as the distributed practice group, though the absolute numbers of words recalled was in any case small.

36 **BORDON, R**
The effects of a suggestive learning climate, synchronized breathing and music on the learning and retention of Spanish words. Journal of suggestive-accelerated learning and teaching, 1(1976), 3-15.

37 BORGES, DA
Meaningfulness in second language vocabulary learning. PhD thesis, University of Texas at Austin. 1983

[Three experiments involving English speakers learning Spanish words are reported. 'Gloss' groups studied new vocabulary in short stories with English glosses for new words: 'context only' groups read the same stories but without glosses. Acquisition was tested using a translation test (L2 to L1) and a modified *Cloze test. Differences between the groups were insignificant. Significantly high correlations were found, however, between (1) vocabulary in general use and vocabulary learning ability; and (2) vocabulary learning and its subsequent use in context and in reading comprehension ability in Spanish.] Borges.

38 BROWN, DF
Eight Cs and a G. Guidelines 3(1980), 1-17.

This article discusses nine ways of helping students to acquire L2 vocabulary. Collocations of words need to be taught, basic ones first. Words which fit into clines (i.e. one dimensional scales related to a single semantic feature) should be taught together, as should words which form semantic clusters. Brown suggests that *Cloze tests are a useful way of teaching and reinforcing vocabulary, as is the use of context generally. Students also need to be taught the skills of consulting dictionaries, guessing the meaning of unknown words, and using the words they do know creatively. Vocabulary cards are a better way of learning words than learning lists out of a text book.

39 BROWN, J
Vocabulary: learning to be imprecise. Modern English Teacher, 7,1(1979), 25-27.

Brown argues that learners are often reduced to silence because they cannot retrieve the exact word for what they want to say. Teaching students to use appropriate circumlocutions is a way round this problem.

40 BULLARD, N
Word-based perception: a handicap in second language acquisition? English Language Teaching Journal, 39,1(1985), 28-32.

This paper presents an experiment in which native speakers of French and English who were also proficient in the other language were required to identify single words edited from recordings of continuous speech. Bullard reports that in both cases, words in the

BEST COPY AVAILABLE

L2 were better recognized than words in the L1. He points out that this result is surprising, and suggests that it may be due to excessive use of word based strategies in L2 teaching.

41 BURLING, R
A proposal for computer-assisted instruction in vocabulary. System 11,2(1983), 181-190.

In this article, Burling outlines an approach to vocabulary instruction which can readily be implemented on a small computer system. Authentic spoken material is played to the learner via a computer-controlled tape-recorder, at the same time as a written transcript of the text appears on the screen. The student can use a light pen to highlight particular words, and the program then provides a gloss for these items. Glossed items are subsequently loaded into a file for special learning exercises.

42 CARAMAZZA, A and I Brones
Lexical access in bilinguals. Bulletin of the Psychonomic Society, 13,4(1979), 212-214.

A report of an experiment using a *lexical decision task in English and Spanish. Three lists of stimuli were presented to Spanish dominant bilinguals, two monolingual lists and a mixed list. All lists contained some words which were exact cognates in English and Spanish. Results showed that there was no difference between mixed and single language lists. Cognate words were responded to with equal ease in all conditions, but in English lists, Spanish cognates are responded to more quickly than non-cognates. Caramazza and Brones argue , that these results are evidence for a *direct visual access model of the mental lexicon.

43 CARROLL, FW
Neurolinguistic processing of a second language. Experimental evidence. In: R Scarcella and S Krashen (Eds), Research in Second Language Acquisition. Rowley, Mass: Newbury House. 1980.

An informal account of a set of experiments using *dichotic listening tasks. In experiment 1, Navajo-English bilinguals listened to sets of high frequency words in both languages. Results showed a non-significant *right-ear advantage for both groups. Experiment 2 tested English speakers learning Spanish on a similar test using English and Spanish words. Results showed a greater right-ear effect for the L2. A post hoc analysis suggested that Ss with a low degree of *left hemisphere dominance had previously been exposed to Spanish in a home environment before the age of six. Experiment 3 also reports low levels of lateralization in a group

of English speakers learning Spanish in an intensive immersion programme.

44 CARTER, R
A note on core vocabulary. Nottingham Linguistics Circular, 11,2(1983), 39-50.

A brief discussion of the idea of a core vocabulary which can be used to define other words and their meanings, and of the practical difficulties encountered in trying to establish such a core. Informal accounts of a number of small experiments with EFL learners are provided.

45 CARTER, R
'You look nice and weedy these days': lexical associations, lexicography and the foreign language learner. Journal of Applied Language Study, 1,2(1983), 172-189.

A general review of the notion of core vocabulary, together with a discussion of how information about coreness might be displayed in a dictionary designed for L2 speakers. Carter argues that meaning can be largely defined in terms of Osgood's *semantic differential, but that this system needs to be supplemented by an additional dimension of formality. Illustrations of how this might work in practice are provided.

46 CELCE-MURCIA, M and F Rosenzweig
Teaching Vocabulary in the ESL classroom. In: M Celce-Murcia and L McIntosh (Eds.) Teaching English as a second or foreign language. Rowley, Mass.: Newbury House, 1979.

A general and broad-ranging discussion of vocabulary teaching. Some early research is briefly discussed, and a number of practical methodological ideas for developing active and passive vocabulary skills are elaborated.

47 CHANDRASEGARAN, A
Teaching the context-clue approach to meaning. Guidelines 3(1980), 61-68.

This article discusses the use of context as a way of working out the meaning of unknown words encountered in reading. A series of exercises designed to lead students to do this independently is illustrated.

48 **CHANNELL, J**
Applying semantic theory to vocabulary teaching. English Language Teaching Journal, 35,2(1981), 115-122.

A brief discussion of the ideas of semantic fields and *componential analysis. Chanell argues that these approaches to semantics can play a useful role in the preparation of teaching materials for vocabulary learning, and she presents a number of examples which illustrate her approach. She claims that the psycholinguistic evidence shows that semantic categorization plays an important part in the way speakers handle words in their L1, and she argues that teaching words in semantic sets is compatible with this evidence.

49 **CHAPNIK SMITH, M and K Kirsner**
Language and orthography as irrelevant features in colour-word and picture-word Stroop interference. Quarterly Journal of Experimental Psychology, 34A(1982), 153-170.

A report of three experiments using Chinese-English and French-English bilinguals in a series of *stroop tests. The results indicated that, contrary to previous experiments, Chinese speakers experienced less interference than English or French speakers when the interfering stimuli were in Chinese. In both English and Chinese, nouns produced greater interference than adjectives, and interference due to this factor was greater than the interference ascribable to either language or orthography.

50 **CHERCHI, L**
L'anglais dans l'université: étude théorique des stratégies d'acquisition. Thèse d'état: Université de Paris 7. 1977.

51 **CHERCHI, L**
L'activation du lexique dans la compréhension: recherche en linguistique étrangère. [Activation of the lexicon in comprehension]. Annales litteraires de l'université de Besançon, VII(1981), 11-22.

52 **CLARKE, DF and ISP Nation**
Guessing the meanings of words from context: strategy and techniques. System, 8(1980), 211-220.

This paper provides a summary of earlier work on guessing behaviour in an L2. It goes on to suggest a four stage strategy for guessing the meaning of unknown words: a) work out what part of speech the unknown word is; b) look at the immediate context in order to infer

what sort of word it is; c) look at the wider context in order to refine this idea; d) make a guess and check if it fits the context; if not go back to (a). Some techniques for practising this strategy are outlined. Clarke and Nation claim that learners get progressively better at guessing the meaning of unknown words, and that dramatic improvements are found with only a little practice.

53 COHEN, A and E Aphek
Retention of second language vocabulary over time: investigating the role of mnemonic associations. System, 8(1980), 221-235.

A general review of the effects of learning vocabulary by associational methods. Cohen and Aphek argue that these methods are almost always superior to other methods. An experiment is reported in which 26 learners of Hebrew were trained to generate associations to new words, and their use of these associations was tested over a one month period. The behaviour of two subjects is reported in detail, as are the associations made to two individual words. Overall, associations seem to play an important role in recall. However, even with training, subjects did not always choose to use associative methods to remember words, and this did not produce a marked deterioration in performance.

54 COHEN, A and E Aphek
Easifying second language learning. Studies in Second Language Acquisition, 3(1981), 221-236.

A report of two classroom studies. In study 1, 17 learners of Hebrew were asked to self-report on how they learned words over a period of 10 days, and over a variety of learning tasks. Analysis of the self-reports produced 11 different categories of association used in learning. In the second study, students were asked to introspect about occurrences of lexical difficulty in comunicative situations. 2 good strategies were identified, 5 bad strategies, and 4 neutral ones. These were used by good and bad students alike. Cohen and Aphek suggest that introspective data of this sort can provide valuable insights into what makes a "good" learner, and they put forward a number of suggestions for widening the scope of studies of this sort.

55 COHEN, I and A Mauffrey
Lexique et pédagogie. Etudes de Linguistique Appliquée, 32(1978), 85-109.

This paper identifies the teaching of vocabulary as a major problem for teachers. The obvious solution to this is to teach new teachers more about the lexicon. Cohen and Mauffrey outline a formal program

for this, largely derived from linguistic semantics. They discuss a number of applications which make these theoretical concepts more accessible, and conclude with a detailed discussion of class exercises based on these principles.

56 CORNU, A-M
The first step in vocabulary teaching. The Modern Language Journal, 63(1979), 262-272.

This paper discusses the notion of semantic fields and their application in the teaching of vocabulary. Cornu argues that it is important for students to understand how FL words are organised in fields, as this directly helps both their fluency and their accuracy. She quotes some psychological research which suggests that native speakers naturally organize L1 words into appropriate fields, and she claims that this evidence is additional support for the learning strategies advocated.

57 CORNU, A-M
The first two steps in vocabulary teaching. ILT, 3(1980), 62-92.

Cornu suggests that new words can be taught effectively if they are presented in texts. Unknown words are then handled in a 2 stage procedure. Firstly, they are 'elucidated', i.e. the student is helped to work out what meaning components the unknown words must have. This relies heavily on the student's own knowledge of the world. Secondly, the elucidation is refined by means of a systematic set of exercises designed to fill in the missing details of meaning. Cornu suggests that free associations, functional associations, derivations, collocations of various kinds, and contrastive exercises should form the basis of this set of exercises. Examples of each are provided and discussed.

58 CORNU, A-M and J Binon
La place de l'acquisition du vocabulaire dans l'enseignement du français, langue étrangère. [The place of vocabulary acquisition in the teaching of French as a foreign language.] Romaniac, 10-11(1983), 97-131.

Cornu and Binon argue that vocabulary needs to be taught in a selective, organized and systematic manner. Not every word needs to be taught; rather, key words in a text should be identified and used in a set of exercises which stress syntagmatic and paradigmatic relations with words already known. Examples of such exercises are discussed in detail.

59 COSTERMANS, J and J Galland
Sur l'accessibilité du lexique chez les bilingues. [On the accesibility of the lexicon for bilinguals.] Canadian Journal of Psychology, 34(1980), 381-387.

Bilingual Dutch and French speakers were shown pairs of slides. The first slide of each pair showed an object labelled in Dutch or French; the second slide showed a related object unlabelled, and subjects had to name it in either Dutch or French. Results showed that naming times in the two unilingual conditions were identical, but longer in bilingual conditions. A reanalysis of the data showed that retrieval times were faster in the dominant language, but still longer in bilingual conditions, with no interlingual facilitation.

60 CROW, JT and JR Quigley
A semantic field approach to passive vocabulary acquisition for reading comprehension. TESOL Quarterly, 19,3(1985), 497-513.

This experiment compared the effectiveness of learning vocabulary by traditional list learning methods combined with exercises, and a method which exploited the semantic field idea. The results are difficult to interpret because of a number of design problems (notably the fact that the semantic field group was required to learn twice as many words as the control group.) Crow and Quigley suggest that there are slight advantages for the traditional approach. This advantage was not long-lasting, however, and disappeared in a post-test after 4 weeks.

61 CUNNINGSWORTH, A
Making vocabulary links. Practical English Teaching, 3,4(1983), 19-20.

Cunningsworth argues that it is more effective to teach vocabulary in a structured way than in unstructured lists of words. He gives five examples of exercises which exploit relationships of hyponymy and synonymy.

62 CUNNINGSWORTH, A
Teaching tips for vocabulary 2. Practical English Teaching, 4(1984)1, 26-27.

See Cunningsworth 1983. This article details five exercises based on collocations.

63 **DAAMS-MOUSSAULT, A and FM BLAUW-HOLTZAPPEL**
Over de complexiteit van woordverwering, getoetst aan het onderwijs Frans in Nederland. [Factors affecting vocabulary acquisition.] Toegepaste Taalwetenschap in Artikelen, 11(1981), 46-60.

This paper argues that 14 interlocking factors affect the learning of a vocabulary: a) the time variable, b) political factors, c) change over time, d) the learner, e) the teacher, f) the type of school, g) the examinations, h) the syllabus, i) the four skills, j) the level of language, k) the selection of words, l) the methodology, m) the presentation and n) the learning methods. These factors all interact in complex ways, but no-one so far has attempted to sort these interactions out.

64 **DALRYMPLE-ALFORD, EC**
Associations of bilinguals to synonyms and translation equivalent words. Current Psychological Research, 2(1982), 181-186.

English-French bilinguals were asked to produce word-associations to single words, and then subsequently to either a) the same words, b) synonyms, c) direct translations, or d) translations of synonyms. The number of identical or thematically related responses was greatest when subjects responded to the same stimulus word (a), and greater for straight translations (b) than for other cases (c and d). Dalrymple-Alford argues that these data are best interpreted as reflecting differences in the semantic overlap between words, and that they do not support the existence of language-specific associative networks.

65 **DALRYMPLE-ALFORD, EC**
Bilingual retrieval from semantic memory. Current Psychological Research and Reviews, 3(1984), 3-13.

In this experiment, English/French bilinguals were asked to produce words in either language which belonged to specified semantic categories. Analysis of the output showed that all Ss tended to produce words in semantic category clusters, while some Ss additionally translated each item into the other language. Number of concepts and degree of semantic clustering were the same as those produced by Ss responding in a single language. Dalrymple-Alford interprets this result as supporting the separate lexicon model, but concedes that the data can also be interpreted as supporting a single lexicon model where words in the same language are more closely linked than words from different languages.

66 **DALRYMPLE-ALFORD, EC**
Language switching during bilingual reading. British Journal of Psychology, 76(1985), 111-122.

An account of four experiments in which French-English bilinguals read aloud lists of words. The lists varied in the number of *language shifts they contained, and whether the shifts were semantically related or not. Results showed that language switching required much less time than previous research had suggested (about .01 secs) and that there was no evidence of a switch-type delay when the switches involved translation equivalents. Dalrymple-Alford argues that most previous results on switching in bilinguals can be accounted for in terms of a simpler model based on associations between words.

67 **DELANEY, HD**
Interaction of indivdual differences with visual and verbal elaboration instructions. Journal of Educational Psychology, 70(1978), 306-318.

In this experiment, subjects who were either highly verbal or highly visual were required to learn pairs of Malay-English words. Some subjects were instructed to use a mnemonic technique which relied on images, while others were instructed to use verbal mnemonics. Results showed that there was an interaction between type of instruction and subject groups. Highly verbal subjects performed better when they were told to use verbal mnemonics; highly visual subjects did better with visual mnemonics. Delaney argues that individual differences of this sort need to be taken into account in devising instructional programs which involve this type of learning.

68 **DELAY, D**
La mémorisation des mots en classe. Bulletin CILA, 38(1983), 97-105.

A general discussion of a set of exercises and games which can be used to reinforce and practice vocabulary.

69 **DESROCHERS, A**
Les techniques mnemoniques, liées a l'apprentissage des langues. Unpublished Ms. 1981.

This paper summarizes the *keyword method and the *hookword method of learning second language vocabulary. Some research on the former method is summarized. Desrochers raises five questions about this work: a) does the method produce comprehension as well as recall of

L2 vocabulary? b) should keywords be selected by the learner? c) does the method work for different parts of speech? d) can it be used by learners of all age groups, and e) does it work in classroom contexts? Research relevant to these questions is discussed in detail.

70 **DIRVEN, R**
Words and scenes in a didactic lexicon. Toegepaste Taalwetenschap in Artikelen, 11(1981), 61-81.

Dirven suggests that Fillmore's "Scenes and Frames Semantics" is a useful source of ideas for teaching vocabulary. He reports informally on an experiment using texts based on this approach. Learning from these texts produced 83% success in a vocabulary of 100 words. He goes on to argue that this figure could be improved by developing didactic lexicons. These should provide a set of lexical items defined in ordinary language, possibly with the help of visuals and translations. They should enable the learner to develop the strongest possible association between FL words and their prototypical scenes. Some examples of how this idea might be implemented are discussed.

71 **DORNIC, S**
The bilingual's performance: language dominance, stress and individual differences. In: D Gerver and V Sinaiko (Eds), Language, Interpretation and Communication. London: Plenum Press. 1978.

A general review of factors affecting performance in a non-dominant language. The review covers the relationship between language dominance and automaticity in verbal tasks, the effects of stress on language performance and how these factors interact with personality factors such as neuroticism and introversion.

72 **DORNIC, S**
Information processing in bilinguals - some selected issues. Psychological Research, 40(1979), 329-348.

An extensive review of experimental studies of bilingual language behaviour. Topics covered include: the speed of basic decoding and encoding operations; automaticity of processing; effects of covert pronounceability; and a set of non-intrinsic, external factors (high information load, noise, rapid language switching and language set). The second part of the paper focusses on the interactions between the bilingual's two language systems. Most of the experimental data supports the view that there is a common lexical store for both languages, but Dornic argues that both language specific and language free storage can take place,

depending on the demands made by the experimental task.

73 **DORNIC, S**
Language dominance, spare capacity and perceived effort in bilinguals. Ergonomics, 23,4(1980), 369-377.

An informal account of three experiments using bilingual subjects from various linguistic backgrounds. These subjects performed equally well in both their languages when only linguistic activities were required of them - e.g. describing stimuli displayed on a screen. However, if this task was combined with a secondary non-linguistic task, subjects performed the secondary task worse while they were performing in their weaker language. They also judged that the secondary task was much harder. Dornic sees these results as showing that operating in a weaker language reduces the spare cognitive capacity available to subjects.

74 **DORNIC, S**
Information processing and language dominance. International Review of Applied Psychology, 29(1980), 119-140.

A general review of linguistic performance in bilinguals, with special reference to laboratory studies that look at the effect of processing load on performance in an L2. Dornic summarises his own work and briefly reviews the work of others in the fields of speed of processing and language dominance, pronounceability effects, stress effects, and perceived difficulty. The article concludes with a short discussion on theoretical issues in bilingualism, notably, lexical storage - whether the bilingual's lexical store is a single store or something more complex - and a consideration of some practical aplications for this research.

75 **DURGA, R**
Bilingualism and interlingual interference. Journal of Cross-cultural Psychology, 9(1978), 401-415.

English monolinguals and English Spanish bilinguals were asked to judge the truth value of statements like "A robin is a bird" or "An apple is a fruit". Ss performing in a bilingual condition, where sentences in both English and Spanish were tested, performed worse than subjects tested only in English or only in Spanish. Their Reaction Times were slower, and their semantic judgements less accurate. Durga suggests that this discrepancy can be accounted for by the fact that there are major differences in the way that Spanish and English organise the three lexical fields tested.

76 ENGELS, LK
Toetsen en beheersingleren van het Engels vocabularium op universitair niveau. [Testing and mastery learning of English vocabulary at University level.] Toegepaste Taalwetenschap in Artikelen, 11(1981), 84-97.

This article reports on a computer based system for teaching English words to Dutch University students. The system checks each student's knowledge of English words at the start of their academic career. Those who score below a set criterion are given the opportunity to study a set of texts and perform a set of exercises mainly based on *cloze tests. The program improves the vocabulary of those who use it.

77 EPPERT, F
Translation and second language teaching. Canadian Modern Languages Review, 34(1977), 50-61.

Eppert discusses a set of semanticisation procedures which can be used for teaching words in an L2. He relates these procedures to a general discussion of translation and summarizes Bol and Carpay's (1972) experiment as empirical evidence supporting this model of word acquisition.

78 FAUST, GW and RC Anderson
Effects of incidental material in a programmed Russian vocabulary lesson. Journal of Educational Psychology. 58(1967), 3-10.

An account of two experiments on teaching Russian to beginners. Words were presented either in short contexts, or in longer contexts. In both cases, learners were required to copy an answer, but longer contexts required them to search the text for the necessary information. Longer contexts produced slightly better learning of target words, especially in learners who spent less time on the task. Faust and Anderson suggest that this is due to the additional cognitive demand made by the longer contexts.

79 FAVREAU, M, MK Komoda and N Segalowitz
Second language reading: implications of the word superiority effect in skilled bilinguals. Canadian Journal of Psychology, 34(1980), 370-380.

Two experiments in which English-French bilinguals were required to identify single letters displayed in words, in anagrams or in blocks of '&'s. In experiment 1, a significant *word superiority effect was found for English (the dominant language), but not for French. In Experiment 2, the L2 material was displayed for longer,

and in this condition the word superiority effect disappeared. The authors interpret this result as showing that L2 speakers can use orthographic redundancies in word recognition tasks, but that they use these redundancies inefficiently.

80 FISHER-KRUSE, A
Vocabulary in context. English Language Teaching Journal 33(1979), 207-214.

Fisher-Kruse points out that advanced learners are frequently put in situations where many words they meet are unfamiliar to them. This means that it is important to train them to use context more effectively. A training program which does this is outlined, based on 4 main components: general skills; word building skills, especially suffixes, prefixes and roots; the use of definition clues; and inferencing.

81 FRENCH ALLEN, V
Techniques in teaching vocabulary. Oxford: OUP 1983.

A handbook of practical ideas for teachers of English as a foreign language, with some brief discussions of theoretical issues.

82 FOX, J
Computer-assisted vocabulary learning. English Language Teaching Journal 38,1(1984), 27-33.

A summary of six simple computer-based exercises which might be used to teach vocabulary. Fox distinguishes between contextualised forms of practice and exercises that treat vocabulary as a set of single word items. Some problems in using computer assisted learning effectively in the area of vocabulary teaching are briefly discussed.

83 FOX, J and J Mahood
Lexicons and the ELT materials writer. English Language Teaching Journal 36,2(1982), 125-129.

A brief assessment of the value of wordlists in ELT. Fox and Mahood review six source books for lexical material against a checklist of desiderata, and display the results in a table. They conclude that McArthur's Longman Lexicon of Contemporary English (1981) meets all their criteria. All the other sources fail on at least one important count.

84 GALISSON, R

Des mots pour communiquer: elements de lexicomethodologie. Paris: CLE. 1983.

This book outlines Galisson's views on "Lexicomethodology". Chapter I discusses the role that vocabulary should play in language courses aimed at teaching communicative skills. Chapter II shows how concordance tables, personalised dictionaries and contextual reference can be used to help learners acquire vocabulary. These techniques are justified on pedagogical, linguistic and psycholinguistic grounds. Chapter III consists of a series of short notes discussing ideas raised briefly in the earlier sections, and elaborating them into practical suggestions for teaching vocabulary.

85 GALLOWAY, L

The convolutions of second language: a theoretical article with a critical review and some new hypotheses towards a neuro-psychological model of bilingualism and second language performance. Language Learning 31,2(1981), 439-464.

A wide ranging, critical review of experimental studies which have attempted to investigate the extent of *right-hemisphere involvement in L2 performance. Topics covered in detail include: stage of acquisition; manner and modality of acquisition; environmental effects; age of acquisition; cognitive style and language specific factors. The article concludes with a sketch of nine specific hypotheses which a neuropsychological model of adult SLA might include, and a brief methodological critique of some of the standard experiments in this field.

86 GALLOWAY, L

Etudes cliniques et experimentales sur la repartition hemispherique du traitement cerebrale du langage chez les bilingues: modeles theoriques. [Clinical and experimental studies of how language is shared betwen the two hemispheres of the bilingual's brain: some theoretical models.] Langages, 72(1983), 79-124.

A detailed review covering some 100 experimental studies, and 400 cases of bilingual aphasia with a bearing on how the brain organises two separate languages. This material is summarised under the following headings: language specific factors; orthographic variables; age of acquisition of the L2; subject specific variables and theoretical models of bilingual storage. Galloway concludes that there is no evidence for some of the wilder specific claims which have been made in this area, but identifies 14 working hypotheses which find some solid support in the literature reviewed.

87 **GALLOWAY, L and S Krashen**
Cerebral organisation in bilingualism and second language acquisition. In R Scarcella and S Krashen (Eds.) Research in Second Language Acquisition. 1980. Rowley, Mass: Newbury House.

This paper provides a brief review of a set of papers investigating the extent to which a second language may be less lateralised than a first language. Galloway and Krashen argue that the contradictory nature of this data can be resolved if you assume that *right hemisphere involvement in L2 is most apparent a) in beginners, and b) in situations where monitor usuage is minimised.

88 **GEKOSKI, WL**
Language acquisition context and language organization in bilinguals. Journal of Psycholinguistic Research, 9(1980), 429-449.

*Compound and *coordinate English-Spanish and Spanish-English bilinguals at three levels of proficiency were tested on a series of *word association tasks. Response times and proportion of equivalent responses across languages were assessed. Results showed that compound bilinguals responded faster and gave more equivalent responses, but the differences were actually very small. Spanish dominant bilinguals responded more slowly than English dominant subjects, and they also gave fewer equivalent responses. Gekoski argues that these data do not offer any strong support for the usefulness of the compound/co-ordinate distinction.

89 **GENESEE, F**
Experimental neuropsychological research on second language processing. TESOL Quarterly 16,3(1982), 315-322.

A general review of experimental studies of *right hemisphere involvement in second language processing, most of which deal with individual words. Clinical studies and experimental studies are summarised under 3 heads: the effects of age on right hemisphere involvement; how stage of second language learning affects right hemisphere involvement; and how manner of learning the L2 affects right hemisphere involvement. Genesee concludes that there may be greater right hemisphere involvement in bilinguals who acquire their L2 late relative to their L1, and in bilinguals who learn in informal contexts.

90 **GERGANOV, E and K Taseva-Rangelova**
The impact of asociation value and number of syllables of English

words on memorization in teaching English to Bulgarian learners. Supstavitelno Ezikoznarie 7,4(1982), 3-12.

91 **GOLDSTEIN,H**
Word recognition in foreign language: a study of speech perception. Journal of Psycholinguistic Research, 12,4(1983), 414-427.

A report of a single experiment in which participants were required to signal their detection of target words in a passage of spoken French. Four target words were used: taux, taupiniere, seau and societaire. The long words were recognized more easily than the shorter ones, but there was no difference due to the initial consonant type. Goldstein concludes that when listeners listen for words in a foreign language, they may be less sensitive to some of the acoustic clues which help recognition in an L1.

92 **GOODMAN, GS, MM Haith, R Guttentag and S Rao**
Automatic processing of word meaning: intralingual and interlingual interference. Child Development, 56(1985), 103-118.

Two experiments using variants of Ehri and Ryan's (1980) *picture/word interference test with young English-French bilinguals. Experiment 1 showed equal levels of interference from distractor words in both inter- and intra-lingual conditions: i.e. if you are naming a picture of a hand in English, the distractor words "foot" and "pied" have similar effects. This finding contradicts some earlier work. Experiment 2 studied four groups of young bilinguals over nine months using a similar task. Results showed that semantic interference from L2 words is apparent within a few months of learning to read an L2, and rapidly reaches levels found in more proficient L2 readers.

93 **GORDON, D and R Zatorre**
A right-ear advantage for dichotic listening in bilingual children. Brain and Language, 13(1981), 389-396.

Spanish-English bilingual children performed a *dichotic listening task comprising 60 words in each language. Clear *right ear advantages were found for both languages, though performance was better on Spanish words than on English ones. Analysis of the data from individual Ss showed that there was also a significant correlation between degree of assymetry in the two languages - i.e. people with a large right ear advantage for Spanish words showed the same pattern for English words as well; those with a smaller right ear advantage for Spanish words showed a similar small advantage for English words.

94 GORDON, H
Cerebral organisation in bilinguals. Brain and Language, 9(1980), 255-268.

A study of *dichotic listening in Hebrew-English bilinguals. 139 subjects performed in a series of tests with monolingual and mixed language stimuli. Analysis of ear effects showed a generally significant *right ear advantage for material in both languages, and no essential difference in performance in the two languages.

95 GRIFFITH, D
The keyword method of vocabulary acquisition: an experimental evaluation. ERIC Doc. ED 195.164

96 GROOT, PMJ and JG Hoekstra
Tests of English vocabulary command for EFL students at University level. Toegepaste Taalwetenschap in Artikelen, 11(1981), 98-136.

This paper reports a series of four experiments using variants of Diack's Standard Literacy Tests. These tests were used to evaluate the English vocabulary size of Dutch students. The principal change made to the tests was that testees were required to translate the English test words into Dutch. Groot and Hoekstra argue that the adapted tests have high reliability coefficients, and different subtests give essentially the same results, indicating a high level of reliability.

97 GUI SCHI-CHUN
A survey of the size of vocabulary knowledge of Chinese students. [Chinese text]. Language Learning and Communication, 1,2(1982), 163-178.

An experiment designed to measure Chinese speakers' vocabulary in English. This study samples frequency counts to produce 3 word lists, and tested knowledge of the words in these lists using a multiple choice test in Chinese. Results showed a high degree of reliability for the different versions of the test, though the author suggests that the method is not as efective for measuring vocabularies of more than 3000 words. Secondary school children in China have a word stock in English of about 1,200 words, but good students at University level can go up to 6000 words.

98 GUTIERREZ-MARSH, and R Hipple Maki
Efficiency of arithmetic operations in bilinguals as a function of

BEST COPY AVAILABLE

language. Memory and Cognition, 4,4(1976), 459-464.

In this experiment, English-Spanish bilinguals were required to solve simple arithmetic problems in either their preferred or their non-preferred language. The results of this test showed that response time was a linear function of the complexity of the arithmetic task. Responses were faster when made in the preferred language, but there was no difference in the slope of the function relating response time and complexity.

99 HAASTRUP, K
Lexical inferencing: a study of procedures in reception. Scandinavian Working Papers in Bilingualism, 5(1985), 63-86.

This paper reports a study in which 160 Danish speakers were asked to think aloud about unknown words in an English text. The think-aloud sessions were recorded and transcribed, and subjects were later questioned about their thinking in a retrospective session. Haastrup establishes a hierarchy of cues as to the meaning of the unknown words, and analyses the protocols to show that there are seven basic processing types, depending on the range of utilised to infer the meaning of unknown words. Examples of three of these types are considered in detail.

100 HAEUSSER, C
Les difficultés lexicales dans l'apprentissage de l'anglais par les francophones. [Lexical difficulties for French speaking learners of English.] These de 3eme cycle. Aix-en-Provence. 1981

Haeusser argues that vocabulary in a foreign language falls into several categories based on formal and semantic criteria. She distinguishes 3 main types: formal and semantic similarities between L1 and L2 items; formal but not semantic similarity between items; semantic but not formal similarity between items. Each of these levels are further subdivided. Evidence from a series of vocabulary tests shows that native French speakers learning English react differently to each class of words. These tests include multiple choice cloze tests, subjective estimates of difficulty, distinguishing betwen words with different degrees of similarity, cloze tests using false friends, translation into and out of English, derivation tests, production and comprehension of phrasal verbs, and translation tests using polysemous words.

101 HALL, JW, KP Wilson and RJ Patterson
Mnemotechnics: Some limitations of the mnemonic keyword method for the study of foreign language vocabulary. Journal of Educational Psychology 73,3(1981), 345-357.

An account of four experiments in which Spanish words were learned using the *keyword method. Contrary to the usual findings, two of these experiments showed that self-generated keywords produced poor learning, and that free study was just as effective as learning via the keyword method. Experiment 3 showed that both keyword and control methods produced similar retention over a one week period. Experiment 4 compared keyword learning and free study methods in paced and non-paced learning sessions. Results showed that the non-paced sessions produced markedly superior results for both the keyword and the free study conditions.

102 HAMMERLY, H
Primary and secondary associations with visual aids as semantic conveyors. IRAL 12(1974), 118-125.

An account of two small pilot studies and one larger study in which 100 English speaking subjects were shown a single picture and taught the German word that named it. Ss were subsequently asked what they thought the word meant, and what associations the picture evoked. Analysis of this data showed that the pictures were not reliably labelled in the same way by all Ss, and that the primary association to the pictures was generally a word in the native language. Hammerly suggests that these data do not support the view that foreign language words can be effectively taught using picture stimuli alone.

103 HAMMERLY, H
Conveying meaning in second language teaching. Canadian Modern Languages Review, 35(1979),567-580.

Hammerly argues that lexical meanings across pairs of languages are not as different as they are commonly supposed to be. Most denotative meanings match closely across languages, though there are differences on the connotative level. He argues that denotative meanings should therefore be taught first. Some anecdotal evidence is presented in support of the view that translation is an effective way of teaching words at advanced and intermediate levels as long as the method is not misused. Demonstration and circumlocution are considerably less effective.

104 HARLECH-JONES, B
Vocabulary proficiency in English of students in the Primary Teachers' Centre course. MEd thesis, Rhodes University, Grahamstown. 1981.

105 **HARLECH-JONES, B**
ESL proficiency and a word frequency count. English Language Teaching Journal 37,1(1983), 62-70.

A brief report of a longer study of English vocabulary proficiency among Xhosa speakers. This paper concentrates on one technical aspect of this study: the development of vocabulary tests based on West's General Service list. Harlech-Jones argues that knowlede of the words in the General Service List might provide for most of the needs of this type of learner; 80% of lexical errors could be avoided if the words in the list had been known. However, there is no direct relationship between the frequency of an item and whether it is likely to be known by the students tested.

106 **HARLEY, B**
Transfer in the written compositions of French Immersion Students. In: H Dechert and M Raupach (Eds), Transfer in Production. New York: Ablex.

This paper analyses the use of prepositions in French composition by native speakers of English following an immersion course. Harley argues that English and French differ in the way they handle spatial dimensions, English expressing motion through prepositions, while French tends to use non-prepositional structures. Analysis of stories written by immersion students shows that they tend to transfer this use of prepositions into French. These students use more preposition than native speakers of French, particularly where motion is being described. Transfer is only one possible explanation for this phenomenon. It is also possible that a preposition based strategy may be a stage that all learners pass through.

107 **HARTMAN, GJ**
De konstruktie van een vokabulair in tweede-taalverwerving. [The development of a vocabulary in second language learning.] Toegepaste Taalwetenschap in Artikelen, 11(1981), 121-149.

An informal account of a lexical sorting task and a series of short-term recall tasks. Both tasks used a list of 20 words with Dutch speaking learners of English and bilingual Dutch-English speakers aged 13-15. Both groups produced essentialy similar results, and Hartman argues that this finding suports the view that L1 and L2 vocabulary learning are essentially the same.

108 **HARTMAN, RRK**
The bilingual learners' dictionary and its uses. Multilingua 2,4(1983), 195-201.

A report of a small-scale survey of dictionary use by English speaking learners of German. Hartman notes that almost all users express dissatisfaction with traditional bilingual dictionaries, while at the same time claiming that a monolingual dictionary would not meet their needs either. He suggests that a new type of pedagogical dictionary specially aimed at different levels of learner would be a good idea.

109 HARVEY, PD
Vocabulary learning: the use of grids. English Language Teaching Journal, 37,3(1983), 243-246.

Harvey describes the way that two dimensional grids can be used to represent the meanings of words from related semantic fields, and he illustrates this technique with 3 examples. These grids, he claims, are an effective and enjoyable way of acquiring and practising vocabulary.

110 HAYNES, M
Patterns and perils of guessing in second language reading. In: J Handscombe, RA Orem & BP Taylor (Eds.) On TESOL '83: The question of control. Washington D.C.: TESOL. 1984.

This paper reviews previous work on the use of guessing as a way of handling unknown L2 words in texts, and reports a study in which a mixed language group (N=63) read two passages each containing two nonsense words. These nonsense words were either globally constrained (i.e. their meaning could be deduced only by integrating information from the whole passage) or locally constrained (i.e. their meaning could be guessed from the immediate sentence context.) Results showed that locally constrained words were better guessed than globally constrained words, though there was a suggestion that this generalisation might not hold for Arabic speaking learners of English. An informal analysis of some of the incorrect guesses suggests that a large proportion of them arise because learners are led astray by incorrect analyses, often caused by confusing a word with another phonologically related item.

111 HAYWARD, T, A Michiels, J Mullenders and J Noel
Les faux amis revisited. Toegepaste Taalwetenschap in Artikelen, 11(1981), 137-157.

This article argues that faux amis are a serious problem for learners of second languages. It suggests that a system of tags and cross references should be used in bilingual dictionaries in order to protect naive users from likely errors.

112 **HEIKKINEN, H**
Errors in lexical processing. in H Ringbom (ed), Psycholinguistics and Foreign Language Learning. Abo: Abo Akadeni, 1983

This paper discusses lexical errors made in L1 and L2, and suggests that there are some differences in the proportion of error types occurring in each case. In particular, Heikkinen claims that L2 errors are predominantly of the malapropism type. Native speakers seem to be more aware of errors made by L2 speakers than those made by L1 speakers which often pass unnoticed. L1 speakers also tend to be more affected by the speech situation than L2 speakers are.

113 **HIGA, M**
The psycholinguistic concept of "difficulty" and the teaching of foreign vocabulary. Language Learning 15(1965), 167-179.

A discussion of the factors which contribute to the difficulty of vocabulary items. Higa stresses that difficulty is not just intrinsic, but depends on characteristics of the learner and the learning situation as well as the objective characteristics of individual words. A number of contributory factors are identified and illustrated: the simplicity and codability of words; the way words interact with previously learned words; the way items learned in bunches at the same time all interact with each other; the progression from easy to difficult material; and the effects of repetition on learning.

114 **HOWLETT, FG**
Words, words, mere words. Canadian Modern Languages Review, 35(1979), 636-653.

Howlett argues that learners acquire vocabulary best if the words they learn are of personal importance to them, and if they are regularly reviewed. He points out that many French words are transparent to English learners because of etymological links between the two languages. A list of 510 common French words is provided together with a set of notes on etymology and other useful correspondences.

115 **HUISJES-SCHREUDER, ECM**
Het effect van waarschuwen bij presentatie van verwarrende woordparen. [The effect of alerting learners to confusable word-pairs.] Levende Talen, 337(1978), 613-617.

46 Dutch speakers learned pairs of English words which were easily

confusable. Four types of confusability were identified: phonetic similarity; phonetic similarity combined with meaning relatedness; items where two Dutch words exist for a single English one; and false cognates. More confusions are made by learners if these factors are not drawn to their attention when they are learning the words.

116 JACQUES, F
L'articulation morphosemantique du lexique, un parent pauvre de l'enseignement du francais langue etrangere au niveau avance. [Developing the lexicon: a neglected aspect of teaching French as a foreign language at advanced level.] Beitrage zur Fremdsprachenvermittlung aus dem Konstanzer SLI, 11(1982), 24-41.

117 JOHNSON, GB
Lexis through listening. Guidelines 3(1980), 69-75.

Johnson argues that specialized vocabulary may be taught by using short listening passages, including specific natural uses of this lexis. These passages can also be used to generate other language activities which provide reinforcement and practice.

118 JORDENS, P and E Kellerman
Investigations into the transfer strategy in second language learning. In: J-G Savard and L Laforge (Eds), Proceedings of the fifth AILA congress. Montreal: Laval. 1981.

This paper is a general discussion of the idea that transfer in L2 acquisition is affected by a) the learner's perception of NL-TL distance; b) perceptions of markedness; and c) by formal knowledge of the L2. Three experiments are briefly reported. All three show that Dutch speakers are less willing to transfer lexis if it is semantically "marked".

119 KAPLAN, L
Intensive tutoring based on superlearning. Journal of the Society for Accelerative Learning and Teaching, 6,4(1981), 245-254.

An informal report of a single case-study using superlearning techniques. Kaplan reports that his German speaking student learned a total of 2063 English words over 22 sessions lasting two and a half hours each. He warns that this level of performance may be unusual, since the learner was highly motivated, however. Kaplan also warns that superlearning techniques may be dangerous, and should normally be used only with the advice of an experienced doctor or yogi.

120 **KELLOGG, GS and MJ Howe**
Using words and pictures in foreign language learning. The Alberta Journal of Educational Research, XVII(1971), 89-94.

82 children were required to learn 10 Spanish words whose meanings were displayed either pictorially or verbally. Pictured words were learned in fewer trials than the verablly presented forms. This finding contrasts with Deno (1968), where no advantage for pictures was found.

121 **KELLERMAN, E**
Oeil pour oeil. Encrages Université de Paris VIII a Vincennes, 1980, pp54-63.

122 **KELLERMAN, E**
Predicting transferability from semantic space: an investigation of translation preferences for a polysemous word. Studia Anglica Posnaniensa, XIV(1981), 198-219.

A revised an extended version of Kellerman's seminal work on the transfer of idioms between Duth and English (Kellerman 1978).

123 **KELLERMAN, E**
Now you see it, now you don't. In: S Gass and L Selinker (Eds). Language Transfer in Language Learning. Rowley, Mass: Newbury House. 1983

A general review of Kellerman's work on transfer, including brief reports of the work on lexis described in Jordens and Kellerman above.

124 **KENNEDY, C**
Vocabulary teaching in an ESP reading course. ESPMENA Bulletin, Khartoum, 20(1985), 19-25.

Kennedy discusses the central role played by vocabulary in advanced language learning, and argues that attitudes to vocabulary are largely determined not by objective factors, but by attitudes to text and language in general. He describes an ESP reading course, designed for Tunisian business students, which includes pre-reading vocabulary presentation, a set of vocabulary extension exercises, and a glossary based on frequent problems found in the texts.

125 **KENT, J-P**
Woordassociatie en vreemde-talenonderwijs. [Word associations in foreign language teaching.] Levende Talen 395(1984), 525-530.

This paper presents a general outline of word association theory, together with an extended set of examples from Dutch and Romanche, where response patterns do not fall into a one-to-one correspondence. Some ways of using words asociations in class are outlined, and Kent concludes with some technical notes on the use of word associations in research: the choice of stimulus words, the number of words in a test, and alternative ways of eliciting responses.

126 **KERKMAN, H**
De organisatie van het lexicon bij bilingualen. [The organisation of the bilingual lexicon.] Toegepaste Taalwetenschap in Artikelen, 11(1981), 190-196.

This paper briefly discusses the literature on bilingual lexicons, and distinguishes two groups of papers - those concerned with the *independence/interdependence issue, and those concerned with the distinction between *compound and co-ordinate bilinguals. This debate has been muddied by the many different techniques used, and by individual differences beween bilinguals. An informal account of two experiments using cognate words in English and Dutch is given. These experiments show repetition effects between languages.

127 **KING, RJ**
Vocabulary and the use of context in Sci-tech English. TESOL Newsletter XII,4(1978), 21.

King distinguishes four different types of words in scientific and technical English usage: a) clearly technical words; b) words appropriated by science; c) common words used in an infrequent sense; and d) general usage words. A and D generally pose few problems, but B and C do. One way of helping learners to handle texts with unfamiliar words is to give them ways of recognising cases of B and C type words.

128 **KING, ST**
Cognitive correlates of culturally dissimilar word meanings in the two languages of the bilingual. PhD Thesis, George Washington University. 1980.

129 **KIRSNER, K, HL Brown, S Abrol, NK Chadha and NK Sharma**
Bilingualism and lexical representation. Quarterly Journal of

Experimental Psychology, 32(1980), 585-594.

A report of an experiment involving *lexical decision tasks in Hindi and English. Two blocks of stimuli were used: each block was monolingual, but the second was either the same as the first or not. Previous work suggests that repeated items in the second block should be facilitated. The results reported here suggest that such facilitation is found only if the two blocks were in the same language. The authors argue that if the bilingual's two languages are very different, distinct lexical stores may develop.

130 **KIRSNER, K, MC Smith, RS Lockhart, ML King and M Jain**
The bilingual lexicon: language-specific units in an integrated network. Journal of Verbal Learning and Verbal Behaviour 23(1984), 519-529.

This paper presents evidence from 5 experiments and uses the data to evaluate 5 different models of lexical storage in bilinguals. The experiments all involve *lexical decision tasks in two languages (English and French or English and Hindi), and bilingual subjects. Previous work showed that reaction time in a lexical decision task is facilitated by *priming. Experiments 1-3 showed that priming in one language does not noticeably affect reaction time for words in the other language, though priming a word in a way that involves translating it does reduce reaction time. Experiment 4 used a two word lexical decision task where the two words were either in a single language, or in different languages. Semantic priming effcts were observed in both cases. Experiment 5 showed that interlingual semantic *priming occurs if the related items follow each other immediately; facilitation disappears if this condition is not met. These data are interpreted as supporting models in which lexical representation is language specific, but these language specific items all contribute to a unified lexical network.

131 **KIYAK, HA**
Interlingual interference in naming colour words. Journal of Cross-cultural Psychology, 13,1(1982), 125-135.

This paper reports results of a *Stroop test with English-Turkish bilinguals. All the standard effects are found, including interlingual interference. Kiyak reports that the native Turkish speakers show less interference in English than the native English speakers do in Turkish, and suggests that this difference might be due to different learning styles (Americans typically learn Turkish through books.) She further suggests that the ability to perform well in a second language may be dependent on an ability to screen out unwanted interference from the L1.

132 KOLERS, P and E Gonzalez
Memory for words, synonyms and translations. Journal of Experimental Psychology: Human Learning and Memory, 6,1(1980), 53-65.

An account of three experiments involving recall of lists of words containing repeated items. Experiment 1 showed that repeated items were better recalled than items which had close synonyms in the list but not repetitions. This suggests that synonyms are not as effective as repetitions in stimulating recall. In experiments 2 bilingual word lists were used. Some items were repeated, while others were translated by one or two synonyms in Spanish. The results showed that synonyms in Spanish were as effective at provoking recall as repetitions were in English for the native Spanish speaking subjects used here. Kolers and Gonzales argue that this finding is inconsistent with the common abstract store model of bilingual memory.

133 KOLERS, P, and M Paradis
Introduction to a special issue on psychological and linguistic studies of bilingualism. Canadian Journal of Psychology, 34(1980), 287-303.

A general introduction to a special issue of this journal. Kolers and Paradis briefly summarise the papers included, and place each one in its broader context.

134 KOTSINAS, U-B
Semantic over-extension and lexical over-use in immigrant Swedish. Scandinavian Working Papers in Bilingualism, 2(1984),23-42

Kotsinas discusses the use of Swedish vocabulary by five migrant workers. These speakers use a very small number of Swedish words very often, and this is especially the case with verbs. Kotsinas illustrates this claim with detailed examples of two semantic fields: verbs of motion and verbs of communication. She argues that these learners over-extend the meaning of single items, and fail to make semantic distinctions made by native speakers, reducing a complex semantic field to a single dimension. Over-extension and over-use in L1 by children is also discussed in relation to these findings.

135 KOTSINAS, U-B
On the acquisition of vocabulary in immigrant Swedish. In: H Ringbom (ed) Psycholinguistics and Foreign Language Learning. Åbo:

Åbo Akademi 1983.

An account of the Swedish vocabulary of six immigrant workers. The frequency characteristics of this vocabulary are compared to the frequency characteristics of native speaker Swedish, and Kotsinas notes that almost all the words used are high frequency items. However, not all the words used fit this category, and many low frequency words appear to have been learned. Kotsinas suggests that the frequency and complexity of an item affect their learnability, but that these factors are less important than a communicative need for certain words. Individual learning strategies are also discussed.

136 LALONDE, RN, RC Gardner and R Moorcroft
The role of attitudes and motivation in second language learning: correlational and experimental considerations. Language Learning 35, 2(1985), 207-227.

170 Ss completed a battery of tests designed to measure language aptitude and attitude towards French. They then learned a set of 25 French words and their English translations. Presentation of this material was either auditory or visual. A detailed analysis of this data is presented, and a number of important methodological issues discussed. The results show that atitude, motivation and presentation mode all affected the learning of vocabulary. Learning was better with visual presentation than with auditory, and Ss with high aptitude scores and high integrative motivation learned faster than those with lower scores.

137 LAUERBACH, H
Das Wortassoziationsexperiment als Forschungsinstrument der Fremdsprachendidaktik. [Word asociations as a research tool in foreign language teaching.] Die Neueren Sprachen, 78(1979), 379-91.

An account of a *word association test using German learners of English. The responses produced by these learners are compared with published norms for English and German, and major differences noted. Lauerbach argues that the word association test is particularly good at identifying words in the learner's interlanguage that are liable to fossilisation.

138 LE COMPAGNON, B
Interference and overgeneralization in second language learning: the acquisition of English dative verbs by native speakers of French. Language Learning, 34,3(1984), 39-67.

Le Compagnon uses lexical grammar to outline a model of the type

of grammatical information which is stored as part of each word's lexical description. For verbs, this information includes a description of the syntactic frameworks they fit into. She discusses some ways in which these frameworks could be learned, and illustrates the process by detailing two case studies of learners of English as an L2. Transfer of syntactic information from the L1 to the L2 item seems to be an important factor in this process.

139 LEED, RL, and AD Nakhimovsky
Lexical functions and language learning. Slavonic and East European Journal 23(1979), 104-113.

Lexical functions define relationships between pairs of words - e.g. OPERATE:MACHINE exhibits the same basic relationship as DRIVE:CAR. Leed and Nakhimovsky discuss several functions of this type, with illustrations from English and Russian. They argue that learners need to know about functional relationships in order to be able to ask the right sorts of questions from dictionaries, grammar books and teachers.

140 LIGHTBOWN, P and G Libben
The recognition and use of cognates by L2 learners. In: RW Anderson (Ed.) A Crosslinguistic perspective for second language research. Rowley, Mass.: Newbury House. 1984.

This paper reports a study of the use of cognates by French learners of English, in guided compositions and cloze tests. The results of the tests failed to support the conjecture that ESL learners tend to use cognate words more than native speakers of English. However, post hoc analysis suggested that the cognates tested were not homogeneous. The authors distinguish four different types of cognate, according to the context in which they appear: a) cognates appropriate in both languages; b) the L1 cognate is apprpriate, but the L2 cognate is not; c) the L2 cognate is appropriate but the L1 cognate is not; and d) neither member of the pair is appropriate. These ESL learners are very likely to use cognates if condition b) holds; native English speakers produce more cognates in condition c); but the two groups do not differ under other conditions.

141 LIU, I
The application of imagery mnemonics. [in Chinese] Acta Psychologica Taiwanica, 19(1977), 31-38.

[The *keyword method of vocabulary learning was found not applicable to first year high school students. Some variants of the keyword method intended for separating the information processing

stages in the keyword method were also ineffective. The results suggest however, that this ineffectiveness was primarily due to intrinsic mediators aroused to new foreign words from the trained subjects. Theoretical implications of the present study for *paired associate learning in general are briefly discussed.] Liu.

142 LIU, NA, and ISP NATION
Factors affecting guessing vocabulary in context. RELC Journal, 16,1(1985), 33-42.

Learners of English as a foreign language were required to read texts in which low-frequency words were systematically replaced by non-words, and asked to guess the meaning of these items. Results showed that guessing was adversely affected by high density of unknown words, that verbs were easier to guess than nouns, and adjectives easier than adverbs. Liu and Nation suggest that individuals are not good guessers on the whole, but that guessing can be a very effective way of working with a group of learners, since the likelihood of one person in a group making a successful guess is fairly high.

143 LLANIZOR, TA
Constructing multiple-choice vocabulary tests. Guidelines 3(1980), 118-121.

This brief article points to two common failings in the construction of multiple-choice vocabulary tests. Asking students to match words on a one to one basis independent of context is a serious error, and where contexts are used, the use of alternatives which do not generate grammatically acceptable sentences should also be avoided.

144 LOCUS, G
L'enseignement du vocabulaire a l'école secondaire neerlandophone: état de la question et alternatives. [Teaching vocabulary in the Dutch secondary school]. Dissertation, Katholieke Universiteit Leuven. Faculteit van de Letteren en de Wijsbegeerte. 1985.

This thesis contrasts the place of vocabulary in traditional course books with what might be possible given the current state of the art.
Pt I provides a detailed assessment of a collection of course books. Locus evaluates each of them in terms of the explicit claims they make about vocabulary acquisition, and against a check-list of objective characteristics.
Pt II summarises current research, particularly that relating to the selection of words to be taught and effective ways of teaching

them. The work of Galisson, Holec, Cornu and Binon plays a central role in this discussion. It concludes with the elaboration of a formal typology of exercise types and examples of exercises which derive naturally from Cornu and Binon's SOS model.

145 LUBKE, D
Der potentielle Wortschatz in Französisch. [Potential Vocabulary in French.] Praxis des Neusprachlichen Unterrichts, 31,4(1984), 372-379.

Lübke analyses a French text, and argues that even though a large proportion of the words do not appear in Francais Fondamental they are nevertheless words that German learners can easily decode because of their relationship to better known words, including some L1 words. He claims that 69% the 7500 most frequent words in French fall into this category. Some practical consequences of this for teaching are discussed.

146 MADDEN, JF
Developing pupils' vocabulary skills. Guidelines 3(1980), 111-117.

Madden distinguishes 3 levels of vocabulary competence. Level 1 contains words we recognise and understand but don't use. Level 2 contains words we know but can't define. Level 3 consists of words we can define. New words can enter the system at any of these three levels. Madden also lays down guidelines for helping students to learn vocabulary: 1) motivate them to learn and remember; 2) give reinforcement for desired behaviours; 3) avoid interference; 4) make initial learning as meaningful as possible; 5) provide opportunities to apply the new word as soon as possible; 6) space the learning of new words.

147 MAGISTE, E
The competing language systems of the multilingual: a developmental study of decoding and encoding processes. Journal of Verbal Learning and Verbal Behavior 18(1979), 79-89.

A cross-sectional study of German-Swedish bilinguals, living in Sweden but being educated in German. Mägiste shows that newly arrived German L1 speakers gradually become more proficient in Swedish over a period of years. Their reaction times to Swedish stimuli decline until a point of balance is reached, and thereafter Swedish tends to become dominant. The cross-over point for decoding tasks comes after 4-5 years; for encoding tasks the cross-over point comes after 6 years of residence.

148 MAGISTE, E
Memory for numbers in monolinguals and bilinguals. Acta Psychologica, 46(1980), 63-68.

Monolingual German and bilingual German/Swedish subjects were asked to recall strings of numbers of varying lengths in German, and to answer comprehension questions on a passage of written German where numbers played a central role. Results showed that the bilinguals made more errors than the monolinguals, and that they also read more slowly. These results are interpreted as supporting the *interdependent model of lexical storage in bilinguals.

149 MAGISTE, E
Developmental changes in visual and auditory interference patterns for bilingual high-school students. In: H Ringbom (Ed). Psycholinguistics and Foreign Language Learning. Abo: Abo Akademi.

Two experimental studies of German speakers learning Swedish. Experiment 1 involved a *Stroop test and a *picture word interference test. Results showed that interference from German was initially high, but declined as skills in Swedish improved. Eventually interference from Swedish is greatest, but the point at which this cross-over occurs depends on the complexity of the task. Experiment 2 is a *dichotic listening task with simultaneous translation. Errors due to interference show the same general pattern as experiment 1.

150 MAGISTE, E
The importance of language strategy in mental arithmentic. Educational Psychology, 2(1982), 159-166.

Swedish and German monolinguals and Swedish-German bilinguals were asked to do a series of simple mental arithmetic tasks. Results showed that bilingual subjects who reported that they used only one language showed fewer errors, faster response times, and less perceived difficulty than Ss who used their two languages interchangeably or simultaneously.

151 MAGISTE, E
Automaticity and interference in bilinguals. Psychological Research, 44(1982), 29-43.

40 English-German and 40 Swedish-German bilinguals were asked to name pictures, to recall lists of words and to recognize in a further list words previously presented. Results showed that the subjects who were dominant in one of their languages reacted significantly faster to pictures in the dominant language than

balanced bilinguals did in either of their languages, and that this difference was greatest with infrequent words. The balanced bilinguals also showed a high error rate in recall. The results are interpreted in terms of Shiffrin and Schneider's theory of controlled and automatic processing.

152 MAGISTE, E
Stroop tasks and dichotic translation: the development of interference patterns in bilinguals. Journal of Experimental Psychology: Learning, Memory and Cognition 10,2(1984) 304-315.

This paper reports a *Stroop test experiment in Swedish and German. Different patterns of interference were obtained from speakers at different levels of proficiency in the two languages. German dominant subjects showed more interference from German words when responding in German; Swedish speakers showed more interference from Swedish. Balanced subjects showed equivalent levels of interference. Also reported is a *dichotic translation experiment, which showed that subjects made more errors when the message to be ignored was presented in their dominant language.

153 MAGISTE, E
Learning a third language. Journal of Multilingual and Multicultural Development, 5,5(1984), 415-421.

An account of 3 experiments looking at the behaviour of students learning Swedish as a 2nd and 3rd language. Experiment 3 reports a *Stroop picture test using Swedish and German. The results of this test show that when non-verbal intelligence is partialled out, and length of residence is held constant, different patterns of responses emerge between bilingual and trilingual subjects' performance in the weaker language. There is no relation between intelligence and Stroop interference in bilinguals, while a very strong negative relationship is found in trilinguals.

154 MANSOURI, ANH
Semantic field theory and the teaching of English vocabulary with special reference to Iraqi secondary schools. PhD thesis, University of Sheffield. 1985.

This thesis contains 11 chapters. Chapter 1 discusses the role of lexis in communication. Chapters 2-4 review work on semantic field theory. Chapter 5 provides a contrastive lexical analysis of some semantic fields in English and Arabic, while chapters 6-10 report a single experimental study of reading comprehension which exploits some of the ideas discussed in the earlier part. Chapter 11 discusses the practical implications of this work for English

BEST COPY AVAILABLE

teaching in Iraq and elsewhere.

155 MARSHALL, PH and LE Caraveo-Ramos
Bilingual frequency encoding. Journal of Psycholinguistic Research, 13,4(1984), 295-306.

An account of two experiments on the ability of bilinguals to say how often a word was presented in a list. The word lists used were either monolingual Spanish, monolingual English, or a mixture of both languages, and the frequency of individual items ranged from 2 to 6 occurrences in a 72 word list. Subjects were required to estimate how many times an item occurred in a given list. Judgements were generally faster when the words had been presented in a single language. The second study, used the same technique, but explicitly varied frequency of presentation with language of presentation and testing. Ss were able to separate out these two factors.

156 MARTIN, M
Advanced Vocabulary Teaching: the problem of synonyms. Modern Language Journal 68,2(1984), 130-137.

Martin identifies four types of error which ESL students frequently make: stylistic errors, syntactic errors, collocational errors and semantic errors. Many of these errors arise because of the common practice of teaching foreign language vocabulary through glosses or synonyms in the TL. Examples of each of these error types are discussed in detail, and some ways of avoiding the use of glosses are discussed more briefly. Martin suggests that teachers should anticipate possible misapprehensions formed by associating new words with already learned synonyms, and that they should encourage free expression of ideas using new vocabulary. This allows students to make mistakes and these mistakes can allow misapprehensions to be corrected.

157 McCARTHY, M
A new look at Vocabulary in EFL. Applied Linguistics 5,1(1983), 12-22.

McCarthy argues that there is no theoretical basis for the current practice of restricting lexical input for beginners in EFL. Furthermore, the simple word-as-slot-filler model which underlies much of current teaching practice, fails to capture the fact that the relationships between words change as a function of the discourse in which they are placed. He suggests that there is an argument for an approach to vocabulary acquisition based on associational structures combined with a study of relatively high

level discourse structures. Some examples of how this idea might work in practice are illustrated.

158 McKAY, SL
Developing vocabulary materials with a computer corpus. RELC Journal 11,2(1980), 77-88.

This article begins with a brief account of recent work in vocabulary acquisition, and concludes that there has been very little development of materials for advanced and intermediate students. McKay sees the computer corpus as an ideal tool for this. She illustrates this claim with examples of how a corpus can show differences between genres in terms of different word frequencies, and how a corpus can provide detailed lists of contexts for individual words. Concordance programs can also provide valuable systematic information about individual words.

159 MEARA, P
Vocabulary acquisition: a neglected aspect of language learning. Language Teaching and Linguistics 14(1981),221-246. (Reprinted in V Kinsella (Ed). Language Teaching Surveys 1. Cambridge: Cambridge University Press. 1982.)

A review article covering the main trends in vocabulary acquisition up till 1980. The article contains detailed discussion of work on vocabulary control, mnemonics, memory experiments and word associations.

160 MEARA, P
Vocabulary in a Second Language. London: CILT. 1982.

An extensive annotated bibliography covering work on vocabulary acquisition published between 1960 and 1980.

161 MEARA, P
Funny ways of recognizing words. Working Papers of the London Psycholinguistics Research Group, 4(1982), 70-78.

A report of two studies involving word recognition by Spanish speakers. In Experiment 1, subjects studied a list of words and were then provided with a list of fragments taken from either the beginning, middle or end of the target words. Ss were asked to recall as many of the target words as they could. Results showed similar patterns of recall for English and Spanish Ss, but both groups performed worse on Spanish words. In experiment 2, Ss were required to identify misspelled words, where the misspelling

consisted of two transposed letters in various positions in the target word. English subjects are slower to recognise the mutilated words if the misspelling is word initial or word final. This finding applies to both English and Spanish stimuli. Spanish subjects do not show this effect.

162 MEARA, P
Word recognition in foreign languages. In: A Pugh and J Ulijn (Eds). Reading for Professional Purposes. London: Heinemann. 1983.

This paper comprises a discussion of some methodological issues in the study of L2 performance. Meara argues that some experimental methods may produce spurious results because they do not take account of the fact that learners typically experience serious difficulties in the processing of individual L2 words, whereas L1 speakers typically don't have these difficulties. Evidence for this claim is provided in the form of informal reports of three experiments.

163 MEARA, P
Word associations in a second language. Nottingham Linguistics Circular, 11(1983), 28-38.

This article reviews a series of experimental studies of the word associations made by L2 speakers. The general findings in this area are reviewed, and some unpublished studies on response stability summarised - learners' responses are generally less stable than those produced by L1 speakers. Meara points to a number of methodological problems in the ways word associations are usually studied, notably the use of the standard Kent-Rosanoff list.

164 MEARA, P
The study of lexis in interlanguage. In A Davies, A Howatt and C Criper (Eds). Interlanguage. Edinburgh: Edinburgh University Press. 1984.

Meara briefly reviews some of the main work on lexis in interlanguage. He suggests that most of the published work relies on error data, and argues that experimental approaches aimed at studying L2 lexical performance rather than L2 lexical competence might be a more profitable avenue to follow. cf. also Sharwood Smith (1984).

165 MEARA, P
Review of M Wallace: Teaching Vocabulary. London: Heinemann. 1982. System 12,2(1984), 185-187.

166 **MEARA, P**
Review of V French Allen: Techniques in Teaching Vocabulary. Oxford: Oxford University Press. 1983. British Journal of Language Teaching, 22,3(1984), 181-182.

167 **MEARA, P, M Coltheart and J Masterson**
Hidden reading problems in ESL learners. TESL Canada Journal, 3,1(1985), 69-79.

This paper reports a detailed case study of a native Spanish speaker who exhibits severe dyslexic symptoms in English. Close examination shows that he also shows similar symptoms in Spanish, but the nature of the orthography in that language means that these symptoms have few practical consequences in everyday performance in Spanish. The wider implications of this case for ESL learners are discussed.

168 **MELKA TEICHROEW, FJ**
Receptive versus productive vocabulary: a survey. Interlanguage Studies Bulletin, 6,2(1982), 5-33.

Melka Teichroew reviews a number of attempts to measure the difference between active and passive vocabulary in both L1 and L2. She concludes that none of these attempts is entirely satisfactory. In particular, the difference seems to be a cline rather than a dichotomy; the tests themselve seem to be biassed in favour of one or other extreme of the cline, and to generally underestimate the importance of *"available" words. She further argues that the relationship between active and passive vocabulary varies according to incidental characteristics of the situation where the relationship is being tested.

169 **MERRY, R**
The keyword method and children's vocabulary learning in the classroom. British Journal of Educational Psychology, 50(1980), 123-136.

Part 1 of This paper reports on a small-scale survey which indicated that the majority of teachers still require their students to learn lists of vocabulary items. A pilot study using 12 French words, and a larger study using 17 French words are reported in Parts 2 and 3. These studies were real classroom trials; 5 different methods of learning the vocabulary were tested; acquisition was assessed immediately after the learning session, and again after a further week. Results suggested that the *keyword

and again after a further week. Results suggested that the *keyword method was superior to the other methods, though there was no significant difference between keywords used with pictures and keywords used with verbal images. Merry argues that the keyword method seems to be suitable for about one third of the vocabulary children are typically required to learn. She also claims there is some evidence to show that, left to themsleves, children of different ability adopt quite different strategies for learning vocabulary.

170 MILJKOVITCH, I
Classement suivant des categories sans etiquette verbale chez le bilingue. [Category sorting without verbal labels in bilinguals]. Canadian Journal of Psychology 34,4(1980), 359-370.

Bilingual French-English subjects were compared with groups of monolingual speakers on a *classification task using visual displays varying in shape, colour, size and number of elements. Results showed that monolingual subjects performed better than bilingual ones. Miljkovitch interprets this result as showing that his bilingual subjects tend to use categories as conceptual labels without the corresponding verbal label.

171 MILLER, G, J Levin and M Pressley
An adaptation of the keyword method to children's learning of verbs. Journal of Mental Imagery 4,2(1980), 57-61.

Young children learned three short lists of Spanish verbs using one of three *key-word conditions or a rehearsal control method. Results clearly show that the three keyword methods were superior to the control, and there was a suggestion that this advantage was greatest for the younger children.

172 MULLER, B-D
Zur Logik interkultureller Verstehensprobleme. [The logic of transcultural misunderstanding] In: A Wierlacher (Ed) Jahrbuch Deutsch als Fremdsprache. Heidelberg: Julius Groos Verlag. 1980.

173 MULLER, B-D
Bedeutungserwerb - ein Lernprozess in Etappen. [Acquisition of meaning - the gradual appropriation of concepts]. In: B-D Muller (Ed). Konfrontative Semantik. Weil der Stadt: Lexika Verlag. 1981.

174 NAS, G
De herkenbaarheid van (Engels-Nedelandse) "cognates" tijdens

visuels woordherkenning in het engels. [Recognizing English-Dutch cognates during visual word recognition in English.] Toegepaste Taalwetenschap in Artikelen, 11(1981), 210-226.

This article discusses reasons why cognate words might be handled differently from non-cognate words. Four experiments using cognates are reported. These showed that cognates which have kept their spelling in both English and Dutch were treated by Dutch speakers as if they were Dutch words. Cognates which were homophonous with their Dutch counterparts, or differed in the spelling of only one phoneme were also treated as Dutch words. Other cognates were recognized more slowly than words in the native language.

175 NAS, G
Bilingual visual word recognition: a study of lexical access coding in Dutch-English bilinguals. PhD Thesis, University of Nijmegen. 1980.

176 NATION, ISP
Strategies for receptive vocabulary learning. Guidelines, 3(1980), 18-23.

This article outlines two strategies which learners can use to learn words on their own. (1) learning words from lists - the value of associations and card indices is pointed out, and the *keyword method briefly discussed. (2) a five step strategy for guessing the meaning of new words is outlined, and two worked examples of this method are provided.

177 NATION, ISP
Translation and the teaching of meaning: some techniques. English Language Teaching Journal, 32(1978), 171-185.

An informal discussion of the use of translation in teaching vocabulary. Nation points out that translation has some advantages over other methods: it is quick; it is not limited to objects or simple actions; it can also function as a simple testing device. Some examples of these advantages in practice are considered, and there is a brief discussion of some of the disadvantages of translation.

178 NATION, ISP
Beginning to learn foreign vocabulary: a review of the research. RELC Journal, 13,1(1982),14-37.

A detailed review of experimental work on vocabulary acquisition.

Topics covered include direct vs indirect learning; time required for learning; various factors involved in presentation of new words; learning techniques; lists vs contextual learning; mnemonics; pictures vs words; and active vs silent learning.

179 NATION, ISP
Teaching and Learning Vocabulary. Wellington: Victoria University. 1983

This book is essential reading for anyone working in the field of vocabulary. It contains detailed reviews of all the major aspects of the field, and a very extensive bibliography. Readers are recommended to obtain two copies, as one is certain to be stolen.

180 NDOMBA, D
Acquiring English vocabulary and structures: some procedures and problems. English Teaching Forum, 21,2(1983), 18-24.

A general discussion of problems of vocabulary acquisition, with special reference to African students learning English. Ndomba stresses the importance of analysing words and structures, the identification of idioms, and the crucial role of context. Use of mnemonic devices, dictionaries and oral repetition are discussed, and there is a brief consideration of the role cultural factors play in vocabulary acquisition.

181 NESI, H
Dealing with lexical errors. MSc dissertation, Aston University, Dept of ESP. 1984

This thesis analyses a collection of lexical errors made by learners of English, and assesses whether they could have been avoided by the asiduous use of three particular dictionaries. Three types of errors are distinguished: register errors, collocational errors, and errors of meaning. A detailed discussion of 32 errors is provided. Nesi concludes with a set of recommendations which should be taken into account when designing dictionaries for non-native speakers.

182 NOSS, RB
Teaching vocabulary through Cloze dialogues. Guidelines, 3(1980), 38-53.

Cloze dialogues are analoguous to normal *cloze tests, but they have whole lines of a dialogue deleted. The students' task is to reconstruct the missing line using only words which occur elsewhere

in the text. Noss argues that specially constructed dialogues of this sort provide a good way of looking at related sets of words. Five worked examples are discussed.

183 OBLER, L
Right hemisphere participation in second language acquisition. In: K Diller (Ed), Individual Differences and Universals in Language Learning Aptitude. Rowley, Mass.: Newbury House. 1981

A detailed review of 14 studies which investigate the extent of *right hemisphere involvement in the processing of L2 words. Obler identifies three main factors which might affect this level of involvement: language specific factors, acquisition strategies, and proficiency level.

184 ODLIN, T, and D Natalicio
Some characteristics of word classification in a second language. Modern Language Journal, 66(1982), 34-38.

An informal account of 2 studies which investigate L2 learners ability to identify the grammatical category of L2 words. The Equality Comparison test required subjects to distinguish Noun-Adjective correlates. The Class Identification test required subjects to classify various types of words presented in sentences. Both tests are significantly easier for native speakers. There was also some evidence that syntactically ambiguous words were frequently incorrectly classified.

185 OSTYN, P and P Godin
An alternative approach to language teaching. Modern Language Journal, 69,4(1985),346-355.

Ostyn and Godin argue that it is wrong to limit vocabulary in basic courses to one or two thousand words. Five thousand would be a more realistic target, and these words could be learned quickly and efficiently. They derive five principles from this basic belief: a) learners must become independent of the teacher; b) they should be allowed to use their NL to clarify the meaning of unknown words; c) microlistening is the most effective basis for learning; d) a rehearsal approach to material is more effective than a linear approach; e) speaking skills should follow receptive skills. An approach based on these five principles is illustrated and discussed in detail.

186 PAIVIO, A and A Desrochers
A dual-coding approach to bilingual memory. Canadian Journal of

Psychology, 34,4(1980), 388-399.

This article provides a detailed review of the literature on the bilingual's lexical store. The authors argue that this data can be explained very economically by a bilingual version of the *dual-coding hypothesis. This model suggests that the bilingual's verbal stores are separate but interconnected, and that both stores are linked to a common image system.

187 PAIVIO, A and W Lambert
Dual coding and bilingual memory. Journal of Verbal learning and Verbal Behavior, 20(1981), 532-539.

An acount of two experiments. In experiment 1, bilingual English/French speakers were presented with a list of pictures, English words and French words. They were required to name the pictures, copy the French words and translate the English words into French. They were then asked to recall the English words they had generated. In experiment 2, a list of English words was presented, and subjects were asked to draw, copy or translate them into French. They were then asked to recall the original list. Both experiments showed that recall was worst when stimuli were copied, and best when both verbal and pictorial codes were involved. The authors argue that these results support their *dual-coding theory of memory.

188 PALMBERG, R
On the use of lexical avoidance strategies in foreign language communication. In: H Ringbom (ed) Psycholinguistics and Foreign Language Learning. Åbo: Åbo Akademi. 1983.

A general discussion of the notion of lexical avoidance. Palmberg also provides a detailed account of 3 studies of lexical avoidance (Tarone et al 1976, Tarone 1977 and Erwin 1979). He argues 1) that there is no clear distinction between achievement strategies and avoidance strategies; 2) that there is no proper typology of avoidance strategies; 3) that there is no way of simply accounting for the frequency of different communication strategies; and 4) that a number of different factors influence the choice of a particular strategy in a given situation.

189 PALMBERG, R
Making sense of foreign vocabulary--evidence from a fairy tale. Scandinavian Working Papers in Bilingualism, 4(1985), 68-84.

This paper looks at the way beginning learners of English extract meaning from a text with a high proportion of unknown words. Pairs

of Swedish speakers were asked to think aloud as they decoded a simple version of Goldilocks and the Three Bears. Detailed accounts of three of these decodings are produced. Palmberg points out that two factors seem to have the greatest influence on decoding - prior knowledge of the text and formal relationships between the TL and the L1 (English and Swedish in this case). Almost all unknown words were eventually decoded, though the decodings were often approximate rather than accurate readings.

190 PALMBERG, R
Vocabulary teaching in the foreign language classroom. English Teaching Forum, 24, 3(1986), 15-24.

This article is a very general discussion of the way various teaching methods have handled vocabulary. A short section on practical teaching techniques is also included.

191 PANKHURST, J
Problems in the creation of a large-scale vocabulary file - a progress report. ABLA Papers 3. Vreemdetalenonderwijs aan de Universiteit. Brussels, VUB. 1980.

A summary of the difficulties found in drawing up a reasonable programme of vocabulary development for Dutch speaking learners of English. Pankhurst's preliminary solution is to set up a "file" of words ranked by judges in order of their familiarity. This ordering allows him to prepare motivated exercises and tasks designed to increase vocabulary knowledge. Long term development of this idea will require the file to be computerized.

192 PARADIS, M
The language switch in bilinguals: psycholinguistic and neurolinguistic perspectives. In: P Nelde (Ed), Languages in Context and Conflict. Weisbaden, FRG. 1980.

Paradis briefly reviews experiments on language switching in bilinguals, and points out a number of major methodological criticisms of this work. He goes on to argue that the switching mechanisms postulated by Kolers and by Macnamara are superfluous. All these phenomena can be handled by a much simpler set of assumptions about the network of interconnections which link items in a speaker's word stock.

193 PARADIS, M and Y Lebrun
La neurolinguistique du bilinguisme: représentation et traitement de deux langues dans un meme cerveau. [The neurolinguistics of

bilingualism: how two languages are represented in and processed by a single brain.] Langages, 72(1983), 7-13.

A general introduction to a special volume of Langages dealing with the neuropsychology of bilingualism. Paradis and Lebrun briefly summarise the articles making up this volume. They distinguish four major hypotheses to be considered in any theory in this field: a) the extended system model (where the 2 languages are integrated into a single system twice as large as the monolingual's system); b) the separate system model; c) a tripartite system model (where elements shared by both languages are stored in common, but the non-common parts are stored separately); and d) the subsystem model, in which the system is basically seen as a unitary one, but items used only in the context of language A are effectively stored separately from items used only in the context of language B because of the nature of the interconnections between items.

194 PERECMAN, E
Spontaneous translation and language mixing in a polyglot aphasic. Brain and Language, 23(1984), 43-63.

This article reviews a large number of cases of aphasia in which language mixing takes place, and a detailed account of one patient who spontaneously translates between French and German is reported. A model which accounts for these phenomena is put forward. Perecman suggests that language mixing reflects some sort of linguistic deficit that stops the second language system remaining separate. Spontaneous translation reflects a prelinguistic level of processing.

195 PERKINS, K and SR Brutten
The effects of word frequency and contextual richness on ESL student's word identification abilities. Journal of Research in Reading, 6,2(1983), 119-128.

An account of an experiment in which two groups of ESL learners were required to guess the identity of a set of target words. Words were either high or low frequency; contexts were provided to help guessing, providing three levels of constraint. Ss guessed the missing word, and if they failed were provided with an additional letter clue from the word. This procedure was repeated until recognition was complete. The results showed significant effects due to proficiency level, and to context type. Ss required more information to identify low frequency words than high ones.

196 PICKERING, M
Context-free and context dependent vocabulary learning: an

experiment. System, 10,1(1982), 79-83.

This paper reports a partial replication of a study by Seibert (1930) intended to test the claim that words are learned in context more effectively than they are in paired-associate lists. No significant differences are recorded. Pickering attributes this failure to methodological differences between his replication and Seibert's original experiment.

197 PLAISTER, T
Teaching vocabulary, listening comprehension and reasoning by means of analogies. Foreign Language Annals, 14,1(1981), 25-29.

This paper discusses ways of using analogies of the type a:b::c:d as a method for teaching vocabulary. 15 types of relationship are identified: purpose; cause and effect; part-whole; part-part; action-object; object-action; synonym; antonym; place; degree; characteristic; sequence; grammatical; numerical; and associative relationships. Examples of these are provided, and ways of using the method in class are discussed. An excellent collection of analogies which can be used for English teaching can be found in the Miller Analogy Test.

198 PONS-RIDLER, S
Oral comprehension: a new approach. British Journal of Language Teaching, 22,2(1984), 87-102.

Pons-Ridler argues that cognate vocabulary provides a valuable source of passive vocabulary for English speaking learners of French. She describes a method for teaching this vocabulary quickly to beginning learners and suggests that this method gives learners the ability to recognize a large oral vocabulary with minimal effort. A detailed analysis of 1000 or so cognates from Gougenheim's Dictionnaire Fondamental is also presented.

199 POTTER, MC, K-F So, B Von Eckardt and LB Feldman
Lexical and conceptual representation in beginning and proficient bilinguals. Journal of Verbal Learning and Verbal Behavior, 23(1984), 23-38.

This paper considers two models of lexical storage in bilinguals: the *word association model and the concept mediation model. Two experiments are reported. In experiment 1 fluent Chinese-English bilinguals read words, named pictures in English and Chinese, and translated words from one language to the other. In the second experiment, non-fluent English-French bilinguals performed the same tasks. Both experiments show that in the L1 faster responses

BEST COPY AVAILABLE

emerged for words than for pictures. No differences between picture naming and word naming in the L2 were found. The authors argue that this result is in line with the predictions made by the concept mediation model, but contradicts the predictions of the word asociation model

200 PRESSLEY, M and JR Levin
The keyword method and recall of vocabulary words from definitions. Journal of Experimental Psychology: Human Learning and Memory, 7(1981), 72-76.

An account of three experiments in which English speaking subjects learned rare English vocabulary using the *keyword method or a no-strategy control. Results showed that using the keyword method enhanced recall of the word when its definition was presented, but only if the actual form of the word was already well-known.

201 PRESSLEY, ML, JR Levin and HD Delaney
The mnemonic keyword method. Review of Educational Research, 52, 1(1982), 61-91.

An extended critical review of research on the *key-word mnemonic system in foreign language learning. The authors review general evidence for facilitation using the key-word method; interactions between use of the keyword strategy and language proficiency; the effectiveness of the method with particular languages; comparisons between the key-word method and other strategies (notably rote learning); the effectiveness of self-generated keywords, and self-generated imagery links; negative side-effects of the keyword method. In addition, they review the keyword method in the wider context of other aspects of vocabulary acquisition: pronunciation, spelling, vocabulary comprehension and usage and ability to recall words given their definition. A number of important methodological issues are also highlighted. The review includes an enormous bibliography.

202 PRESSLEY, M, JR Levin, N Kniper, S Bryant and S Michener
Mnemonic vs non-mnemonic vocabulary learning strategies: additional comaprisons. Journal of Educational Psychology, 74,5(1982), 693-707.

A report of five experiments in which the *keyword method is compared with other methods of learning vocabulary (in this case rare English words). Experiment 1 showed keyword conditions to be superior to a synonym method, a read-and-copy method and a no-strategy control. Experiment 2 showed that adding an image of oneself to the imagery mnemonic did not enhance performance.

Experiment 3 showed keywords to be more effective than a multiple context condition. Experiments 4 and 5 compared keywords with two different semantic strategies: in these experiments, the keyword method enhanced association learning but not response learning.

203 PRESSLEY, M, JR Levin and GE Miller
The keyword method and children's learning of foreign vocabulary with abstract meanings. Canadian Journal of Psychology, 35,3(1981), 283-287.

Three different variations of the *keyword mnemonic system were used to teach 10 concrete and 10 abstract Spanish words to a group of 5th grade children. Results showed that concrete words were better learned than abstract ones, and that there was no difference between the three mnemonic versions. All three were consistently better than a *paired-associate control, however.

204 PRESSLEY, M, JR Levin, GV Nakamura, DJ Hope, JG Bispo and AR Toye
The keyword method of foreign language vocabulary learning: an investigation of its generalizability. Journal of Applied Psychology, 65,6(1980), 635-642.

A report of five experiments assessing the *keyword method as a way of learning Latin words. Experiments 1 and 2 tested groups of learners who were better or worse at learning vocabulary. The results showed that the keyword method produced higher scores than a control method at all levels of ability. Experiment 3 compared the keyword method against a control when the words to be learned all had three different meanings. Results again showed that the keyword method was advantageous. Experiments 4 and 5 tested the effects of experimenter provided keywords against keywords generated by the learners. The results showed that both methods were better than a control with no keywords. However, learners who provided their own keywords tended to produce fewer spelling errors in the foreign language.

205 PRESSLEY, M, J Samuel, M Hershey, S Bishop and D Dickinson
Use of two mnemonic techniques to teach young children foreign language vocabulary. Contemporary Educational Psychology, 6(1981), 110-116.

Three experiments in which very young children learned 10 Spanish words using the *keyword method. Experiment 1 showed that the method works effectively with kindergarten children (5-6yrs), while experiments 2 and 3 showed the same effect for four- and three-year olds.

206 **RAMSEY, RA**
A technique for interlingual comparison: the LEXIGRAM. TESOL Quarterly, 15,1(1981), 15-24.

Ramsey provides a brief discussion of the size of the lexicon of a native speaker, and goes on to discuss how restricted word associations can be used to assess the structure of the lexicon. He illustrates the use of lexigrams - graphic representations of the strength of restricted associations made to a particular word - with a detailed analysis of responses made to the word ABORTION by native English speakers, and to the corresponding word in Spanish and Catalan by speakers of those languages.

207 **RINGBOM, H**
The influence of other languages on the vocabulary of the foreign language learner. In: G Nickel and D Nehls (Eds) Error Analysis, Contrastive Linguistics and Second Language Learning. (IRAL special issue). Heidelberg: Julius Groos Verlag. 1982.

Ringbom briefly discusses a large corpus of lexical erors made by Swedish speaking and Finnish speaking Finns learning English. The pattern of errors produced is different for the two groups. Ringbom shows that there are very few language switches between Finnish and English, and that Finnish speakers are more likely to use Swedish words in English than Swedish speakers are. A number of instances of this phenomenon are discussed. Ringbom argues that Finnish learners make an unrealistic assessment of the borrowability of Swedish words, especially if these items bear a superficial formal similarity to an English word. He relates this to Kellerman's ideas on perceived language distance. He also suggests that the Swedes and Finns may differ systematically in the way they organise their English lexicons.

208 **RINGBOM, H**
Borrowing and Lexical Transfer. Applied Linguistics, 4,3(1983), 207-212.

Ringbom shows that Finnish learners of English produce fewer examples of lexical transfer than do Swedish learners of a similar standard. Both groups use borrowing strategies, however. Examples of this are provided and briefly discussed. Ringbom suggests that transfer may occur only between languages that are lexically similar, and that transfer also requires a high level of competence in the language from which items are transferred.

209 **RINGBOM, H**
On the distinctions of item learning vs system learning, and

receptive competence vs productive competence in relation to the role of L1 in foreign language learning. In: H Ringbom (Ed.) Psycholinguistics and Foreign Language Learning. Åbo: Åbo Akademi. 1983.

Ringbom discusses Cruttenden's distinction between item learning and system learning in L1 acquisition, and uses this distinction to explain why some languages are easier to learn than others. In the field of lexis, cognate languages are systematically related, and this means that very large numbers of lexical items can be acquired at the relatively small cost of learning the system of relationships.

210 RINGELING, JCT
Auditory word recognition and lexical decision in first and second language. Progress Report, Institute of Phonetics, Utrecht University, 5,1(1980), 10-21.

Six native Dutch speakers with high levels of proficiency in English performed a repetition test, a *lexical decision task and a recognition task with a set of auditory CVC stimuli, half real words in Dutch and English, half nonsense. Results show that English words evoke longer reaction times than Dutch words, and that reaction times for lexical decision correlate closely with subjective estimates of frequency.

211 RINGELING, JCT
Auditory CVC processing in First and Second Language. Progress Report, Institute of Phonetics, Utrecht University, 6,1(1981), 24-37.

English and Dutch speakers performed an auditory *lexical decision task using CVC sequences. Results showed that English words were harder to identify than Dutch words, though this difference is smaller for advanced learners than for intermediates. Lexical decision time is closely correlated with subjective estimates of frequency, and advanced learners handle highly frequent words in the L2 as well as they perform on L2 words.

212 RINGELING, JCT
Recognising words under reduced redundancy in a native and foreign language. Progress Report, Institute of Phonetics, Utrecht University, 7,2(1982), 3-29.

Dutch learners of English were asked to recognise CVC sequences which formed words or non-words spoken at very low intensity levels. CVC sequences were less successfully recognised in the L2

than in the L1, with substantial differences for vowels. Frequent words were recognised better than infrequent words, and again this effect was greater in the L2. Ringeling suggests that initial consonants are mainly recognised on the basis of phonetic information, while the following segments are matched against expectations. L2 speakers do badly because their linguistic expectations are not well developed.

213 RINVOLUCRI, M
Words - how to teach them. Modern English Teacher, 9.2(1981), 19-20.

A very brief description of an informal survey of learners' problem areas. Vocabulary is especially highlighted as problematic by intermediate level learners. R offers three examples of exercises which can help learners to overcome this problem.

214 RIVERS, WM
Apples of gold in words of silver: where have all the words gone? Studia Linguistica, 35,1(1981), 114-129.

This paper is a general discussion of the importance of vocabulary acquisition in learning a language. It begins with an outline of different attitudes to vocabulary acquisition associated with a number of different language teaching paradigms. More recent work in theoretical linguistics has put semantics in mid-stage, and this is increasingly reflected in the way we approach language teaching. In particular, theories of semantic memory seem to have important implications for our understanding of how vocabularies grow and develop. Since vocabulary is essentially personal and open-ended, learners need to be taught ways of developing their own vocabularies.

215 ROHRER, J
Learning styles and teaching vocabulary. In: J E Alatis (Ed) Current Issues in Bilingual Education. Georgetown, Wa: Georgetown University Press. 1980.

216 ROHRER, J
Lernpsychologische Aspekte der Wortschatzarbeit. [Psychological Aspects of Vocabulary exercises]. Die Neueren Sprachen 84, 6(1985), 595-612.

This article reviews a range of vocabulary exercises, and discusses them in the light of recent findings in Cognitive Psychology. Rohrer argues that the most successful exercises are those that

actually require the learner to act upon the words he is learning and process them. He argues that the act of thinking allows us to process information in a way which makes it easy for memory to store the information easily. It follows from this that exercises which involve thinking with words should be the best vocabulary building techniques, and that such exercises should be a lot more effective than traditional paired-associate learning.

217 ROLLINGHOFF, A
Das Schwere ist leichter: Bedeutungskomplexität als Lernhilfe beim Wörterlernen. [What's harder is easier: words with hard meanings can be easier to learn than easier ones]. In: F Hermans, W Lenschen and G Merkt (Eds) Lernziele Deutsch. Special Issue of Bulletin CILA 38(1983), 86-97.

218 ROSSNER, R
Vocabulary teaching and lexical theory. MA Thesis, London University Institute of Education. 1979.

This thesis comprises a general discussion of selected issues in vocabulary teaching. Chapter One develops the seven types of vocabulary knowledge described by Richards (1976). Chapter Two discusses the appplications of *componential analysis and *lexical field theory to teaching vocabulary. Chapter Three covers semantic memory. Chapter Four reviews current methodolgy for teaching vocabulary, and Chapter Five provides some illustrations of how the strands discussed earlier might be worked into practical materials.

219 RUDZKA, B, J Channell, Y Putseys and P Ostyn
The Words You Need. London: Macmillan. 1981.

A series of text books designed to teach vocabulary to learners of English. The accompanying teachers' books describe the advantages of using *semantic field theory and *componential analysis as a basis for the exercises on which the series is based.

220 RUDZKA, B, J Channell, Y Putseys and P Ostyn
More Words You Need. London: Macmillan. 1982.

See previous entry.

221 RUDZKA, B and P Ostyn
L'enseignement du vocabulaire aux niveaux intermédiaire et avancé. [Teaching vocabulary at intermediate and advanced levels.] Toegepaste Taalwetenschap in Artikelen, 1(1976), 69-103.

This article is mainly concerned with the application of *componential analysis to vocabulary teaching. The first part gives a general description of the method, and a number of detailed examples (mostly in English) are discussed in depth. There is also a brief discussion of some psycholinguistic evidence which shows that semantic organisation, of the kind that componential analysis captures, has an identifiable effect on the way L1 speakers handle words. Part 2 presents some 30 exercises based on componential analysis, which Rudzka and Ostyn suggest are effective in teaching vocabulary at advanced levels.

222 **SANDOSHAM, L**
Using a word bank as a vocabulary building aid. Guidelines, 3(1980), 54-60.

This article suggests that building up a formal collection of words on a set of file cards is a useful and motivating activity for a group of learners. Such word banks need to be organised round themes and topics such as those suggested in Van Ek's Threshold Level.

223 **SAVILLE-TROIKE, M**
What really matters in second language learning for academic achievement? TESOL Quarterly, 18(1984), 199-220.

This study looks at a group of ESL learners matched for English proficiency, and attempts to explain why differences in achievement level become apparent in this group after one year of teaching. A number of possibly important factors are analysed separately, but English vocabulary knowledge appears to be the single most important predictor of eventual achievement.

224 **SCARBOROUGH, D, L Gerard and C Cortese**
Independence of lexical access in bilingual word recognition. Journal of Verbal Learning and Verbal Behavior, 23(1984), 84-99.

Spanish-English bilinguals were tested in two *lexical decision experiments. Experiment 1 showed that practice on words from one language facilitated later recognition of the same words, but did not affect recognition of their translations. In experiment 2, Ss were asked to respond to real words from one language only. Results showed that they responded to real words from the other language as if they were non-words. The authors interpret these results as showing that bilinguals are able to process words from one language without interference from the second.

225 **SCHLEIFER, A**
Reaching out: a strategy for advanced vocabulary acquisition. English Teaching Forum, 23(1985), 11-15.

A general discussion of how to teach vocabulary to advanced students. The discussions centre round three main assumptions: that advanced learners should be made to work to their limits; that no distinction is to be made between active and recognition vocabulary; and that large quantities of vocabulary can be acquired by reading.

226 **SCHLYTER, S**
L'acquisition des verbes de déplacement/mouvement par les adultes suédois. [The acquisition of French locative verbs by adult Swedes.] Papers from the Institute of Linguistics, University of Stockholm, no 52, 1984.

Schlyter reports three pilot studies which looked at the occurrence of verbs of displacement and movement in Swedish learners of French. All the studies used written source material, and showed that more advanced learners tend to use a wider range of such verbs, and to make fewer mistakes in their use. A further study loked at the same phenomena in spoken French. 6 learners were studied - 2 learning in a formal situation, 2 in an informal situation, and 2 in mixed situations. The results seem to suggest that these diferent backgrounds may result in rather different structurings of this semantic field.

227 **SCHLYTER, S and A Viberg**
French and Swedish as targets in second language lexical acquisition. Scandinavian Working Papers in Bilingualism, 4(1985),110-135.

This paper discusses the different types of cross-linguistic factors which can influence the acquisition of vocabulary in an L2. Three of these are identified, (contrastive factors, typological factors, and universal factors), and their different effects are outlined. Some data from small groups of learners of Swedish and French are presented, and illustrations from the acquisition of verbs of perception, verbs of motion and verbs of placement in those languages are discussed in detail.

228 **SCHOLFIELD, P**
Learning word meaning through explanation in English. Interlanguage Studies Bulletin, Utrecht, 6,2(1982), 34-63.

A discussion of the communicative and pragmatic factors involved in asking for or providing definitions of unknown words. Scholfield examines the linguistic patterns commonly found in explanations of word meanings; the role of probabilistic inferencing in understanding these definitions; the relevance of Grice's maxims to the provision of effective explanations; and the pragmatic conditions governing the use that L2 learners can make of such explanations.

229 **SCHOLFIELD, P**
Using the English dictionary for comprehension. TESOL Quarterly, 16,2(1982), 185-194.

Scholfield discusses the problems involved in looking up words in a dictionary, and suggests that 7 basic steps are involved: 1) locate the word or phrase you don't understand; 2) remove any inflections; 3) search for the unknown in the alphabetic list; 4) if you can't find the entry, look under related words, look for an entry with the same stem, look at adjacent entries, or try the addendum; 5) reduce multiple entries by elimination; 6) understand the definition and integrate it into the context; 7) if none of the meanings fit then try to infer one that does fit.

230 **SCHOUTEN-VAN PARREREN, C**
Vreemdtalige woorden: de betekenis onmiddelijk geven of eerst laten raden? [Foreign words: should you give their meanings immediately or let the learners guess first?] Toegepaste Taalwetenschap in Artikelen, 7(1980), 156-173.

This paper briefly reviews a number of experimental studies on the effects of context on the acquisition of vocabulary. Most of this work shows that learning words in context is more effective than learning words in lists. However, there are several ways of introducing new vocabulary within this framework. Schouten-van Parreren reports a study which attempted to test the relative effectiveness of providing marginal glosses against guessing technques by getting Dutch speakers to learn Dutch pseudo-words either in contexts where they had to guess at the intended meaning, or in contexts where marginal glosses were provided. The results showed a small but clear advantage for those using marginal glosses, but there are a number of complicated interactions between learning method, age and method of testing which make the data difficult to interpret.

231 **SCHOUTEN-VAN PARREREN, C**
Factoren die het onthouden van vreemdtalige woorden beinvloeden. [Factors that affect the acquisition of foreign language words.]

Toegepaste Taalwetenschap in Artikelen, 11(1981), 227-245.

This paper discusses the view that vocabulary is best learned in context, and not in isolated word lists. Little is known about how words in contexts are learned, however. To gain some insights into this process, texts which contained unknown words were read by adult subjects, and in the subsequent testing of these words, the subjects were requested to think aloud about how these words were learned. The best learned words appear to have been handled in a number of diverse ways, with subjects making multiple conections between words and their meanings.

232 **SCHOUTEN-VAN PARREREN, C**
Het opmaken van de betekenis van een woord uit de context: een kwalitatieve analyse. [Getting at the meaning of a word from its context.] Tijdschrift voor Taalbehersing, 3,2(1981), 103-119.

Sixteen subjects were asked to perform a think aloud experiment in which they filled in gaps in a *Cloze Test. An analysis of the errors which occurred is provided under four main headings: syntactic errors, semantic errors, errors relating to knowledge of the world and stylistic errors. Other errors seemed to be due to lexical performance rather than lexical competence, or reflected the workings of lexical memory. Extensive extracts from the recorded protocols are discussed.

233 **SCHOUTEN-VAN PARREREN, C**
Woorden Leren in het vreemde-talenonderwijs. Apeldoorn: Van Walraven b.v. 1985.

This book consists of a wide ranging review of literature on the psychology of vocabulary acquisition in a foreign language, and a series of experiments developing Schouten-van Parreren's views on the importance of context and action. Chapter 2 provides a general framework of assumptions Chapter 3 surveys literature relevant to the questions of what kinds of activities help learners cope with huge quantities of words, and how contexts can be exploited in teaching vocabulary. Chapter 4 reports a series of think aloud studies in which learners handled texts containing unknown words. Chapter 5 discusses empirical work on L2 vocabulary acquisition in terms of Craik and Lockhart's levels of processing theory, and a theory of incidental learning developed by Smirnov and Zincenko. Chapter 6 reports a set of studies of guessing skills in native speakers of Dutch, while Chapter 7 compares this to the guessing skills exhibited in non-native speakers. The main difference is L2 speakers produce far more errors than L1 speakers, and the implications of this are discussed. Chapter 8 explores some of the pedagogical implications of the theoretical work.

BEST COPY AVAILABLE

234 SCHOUTEN-VAN PARREREN, C and M Hoogendoorn
Het raden van de betekenis van onbekende woorden in een tekst. [Guessing the meaning of unknown words in a text.] Levende Talen, 382(1983), 266-270.

An informal account of an attempt to teach learners how to guess the meaning of unknown words in a text. Dutch speaking learners of Russian worked through a series of Russian texts containing unknown words, and were taught strategies for handling these items. Compared with the way they approached the problem on the first text, subjects showed better guessing strategies on later texts after instruction. This claim is exemplified with detailed illustrations from think aloud sessions.

235 SCHOUTEN-VAN PARREREN, MC, and CF van Parrreren
De verwerving van een vreemdtalige woordenschat: een literatuurstudie. [The acquisition of a foreign language vocabulary: a review of the literature] Levende Talen, 341(1979), 259-270.

This article provides a detailed but informal review of some experimental work on vocabulary acquisition carried out in the Netherlands. The survey includes a number of unpublished sources. The studies are summarized under 5 main headings: a) what vocabulary acquisition skills should the learner develop; b) what the objectives of vocabulary acquisition are; c) how should words be learned; d) how should new words be introduced; and e) how should recently learned words be consolidated.

236 SCIARONE, AG
Woordjes leren in het vreemdetalenonderwijs. Muiderberg: Coutinho b.v. 1979.

This book covers the non-psychological aspects of vocabulary teaching. It contains a general introduction to some of the factors which make vocabulary important, and specific chapters deal with problems in the selection of a basic vocabulary, what makes particular words useful ones, frequency and *range, differences between written and spoken texts from the point of view of vocabulary, and the way vocabulary should be used in language courses.

237 SEN, A-L
Teaching vocabulary through riddles. English Teaching Forum, 21,2(1983), 12-17.

This paper discusses the advantages of using riddles as a vehicle for vocabulary instruction, and illustrates this point with a discussion of sets of phonetic riddles, semantic riddles and riddles which make use of idioms.

238 SHANON, B
Lateralisation effects in the perception of Hebrew and English words. Brain and Language, 17(1982), 107-123.

A series of four experiments in which Hebrew-English bilinguals read words in both languages presented tachistoscopically. Taken as a whole, the results showed a *right visual field effect for words in both languages, and for all categories of subjects, though there was some indication that L2 speakers are less lateralised than L1 speakers, and that bilingual speakers are less lateralised than monolinguals.

239 SHANON, B
Identification and classification of words and drawings in two languages. Quarterly Journal of Experimental Psychology, 34A(1982), 135-152.

English-Hebrew bilinguals were asked to name and classify pictures, English words and Hebrew words, and the time necessary for this was measured. The response times for were generally slower in the L2, though this difference was greater for words than for pictures. A detailed analysis of the response patterns suggests that following reading, semantic processing is conducted in a manner that is language independent.

240 SHARWOOD-SMITH, M
Discussion. In: A Davies, C Criper and APR Howatt (Eds) Interlanguage. Edinburgh: Edinburgh University Press. 1984.

Sharwood-Smith criticises Meara (1984) for being an over-narrow characterisation of the way lexis has been treated by Interlanguage theorists. He argues tha Meara's work does show that there are transitional structures in the mental lexicon, and that L2 learners do not appear to be merely relying on an inadequately specified copy of an L1 lexicon. Generally, he feels that Meara ignores the linguistic aspects of the lexicon in favour of the psycholinguistic ones.

241 SOARES, C and F Grosjean
Left hemisphere lateralisation in bilinguals and monolinguals.

Perception and Psychophysics, 29,6(1981), 599-604.

Two experiments in which Portuguese-English bilinguals were required to recognize words in both languages presented tachistoscopically. Both experiments showed a similar level of *left hemisphere advantage for both monolingual and bilingual subjects. THere was a significant correlation between degree of assymetry in each of the bilingual subject's two languages, and there was no evidence that bilinguals showed a weaker left hemisphere effect than monolinguals. These results do not agree with previous work, and Soares and Grosjean put this down to inadequate control over sex, handedness and L2 fluency in the earlier studies.

242 STIEGLITZ, EL
A practical approach to vocabulary reinforcement. English Language Teaching Journal, 37,1(1983), 71-75.

This article stresses the general importance of vocabulary teaching, and suggests that semantic feature analysis can be profitably used to teach sets of related words. Some illustrated examples are provided.

243 STROMQVIST, S
Lexical search games in adult second language acquisition: a model and some results. Gothenburg Papers in Theoretical Linguistics, 44(1983).

This paper discusses the ways L2 speakers search for an unknown L2 vocabulary item when they are engaged in conversation with an L1 speaker. A formal model of this process using game theoretical features is put forward, and four detailed examples are discussed using this framework. Stromqvist suggests that a number of interesting lines of research arise from a consideration of the model. In particular, he suggests that there may be some important intercultural differences which affect the way the lexical search game is played. Other research suggests that there are systematic differences between L1 learners and L2 learners in the way they structure the game.

244 SWALES, J
Vocabulary work in LSP - a case of neglect? Bulletin CILA, 37(1983), 21-31.

A general discussion of the role of vocabulary in ESP. Swales argues that many of the problems encountered in ESP are actually lexical ones masquerading in some other form. He illustrates this

with a discussion of existing teaching materials. He further argues that material aimed at teaching lexis can be a source of ideas for ESP. A number of examples are discussed in detail.

245 TAESCHNER, T
Does the bilingual child posess twice the lexicon of the monolingual child? Rassegna Italiana di Linguistica Applicata, 15, 2/3(1983), 179-188.

A case study of two girls learning German and Italian. The number of words in each language is plotted out at two month intervals, along with the number of equivalent items in both languages. Taeschner suggests that these children do not have twice as many words as you would expect in a monolingual; rather the girls give priority to new words at the expense of equivalent forms, with approximately one third of the entire lexicon made up of equivalent items. She compares these figures to published reports of vocabulary development in 2 monolingual Italian children.

246 TAKALA, S
A select bibliography of vocabulary studies. Jyväskylä: Institute of Educational Research, Bulletin No 207. 1982.

An extensive bibliography of vocabulary studies. The text covers selected journals in the field of psycholinguistics, education and applied linguistics, and within this framework provides an exhaustive coverage. No annotations are provided, but, unusually, the bibliography is exceptionally strong on East European sources.

247 TAKALA, S
Evaluation of students' knowledge of English vocabulary in the Finnish comprehensive school. Jyväskylä: Reports of the Institute of Educational Research, No. 350. 1984.

An account of a large-scale study which measures the active and passive knowledge of English vocabulary in Finnish schoolchildren after seven years of study. The study reviews a number of background questions concerning the measurement of vocabulary in general, but is mainly concerned with the methodological problems inherent in a study of this complexity (2415 subjects and 20 rotated test forms). Results showed that there was no reliable difference between active and passive knowledge of words, and that knowledge of simple word-formation rules and contextual inference skills were poorly developed in comparison to what would be expected of L1 speakers. The actual estimates of vocabulary knowledge varied widely, ranging from 450 words in slow learners to 1500 words in fast learners.

248 **TRITCH, M**
Improving vocabulary: problems in co-occurence and grammatical marking. English Teaching Forum, 19,2(1981), 22-27.

249 **TURNER, G**
Teaching French vocabulary: a training study. Educational Review, 35,1(1983), 81-88.

Two groups of English speakers learned 20 French-English word pairs in five minutes, and were subsequently tested on their ability to recall the French words given the English equivalents after 10 minutes and after 6 weeks. Results showed that learners taught strategies for learning lists of paired-associates performed better than students left to their own devices, especially if the practice explicitly referred to learning foreign language material. This difference was more marked for younger children than for older ones.

250 **ULIJN, JM, SJ Wolfe and A Donn**
French influence on Vietnamese English: An experimental investigation of the effects of French transfer on the orthographic recognition and production of the English lexicon by Vietnamese speakers. In: U Rothe (Ed) Glottometrika 7, Bochum: Brockmeyer. 1985.

This paper begins with a discussion of models of the lexicon in bilinguals and a detailed consideration of the role that cognates and false cognates might play in such models. It considers the case of an L1 speaker of Vietnamese, who also knows English and French. In this case, close relations of cognacy exist between L2 and L3, but not between these languages and the L1. A experimental study of such speakers is reported. Subjects were required to translate into English or Vietnamese single words presented in a sentence context. Results indicated that knowledge of the French form of a Vietnamese word affected the subjects' ability to translate between English and Vietnamese. In particular, if a subject also knew a misleading cognate or formal contrast in French, he was less likely to produce a correct translation.

251 **VAID, J and F Genesee**
Neuropsychological approaches to bilingualism. Canadian Journal of Psychology, 34(1980), 417-445.

A wide-ranging review of studies in the neuropsychology of bilingualism. Vaid and Genesee review this material under the

following heads: language-specific factors (appositional vs propositional modes of thought; direction of script; vowel characteristics); acquisitional features (age of acquisition; stage of acquisition; manner of acquisition); and sociolinguistic factors. They conclude that this evidence supports the view that there is some right hemisphere involvement in second language acquisition under very specific circumstances.

252 **VAN DOMMELEN, MRE**
A study of lexical monitoring. Unpublished Doctoraal Scriptie, Utrecht University, 1983.

A study of lexical error monitoring which tries to show that this task is a good measure of overall proficiency and of vocabulary knowledge in a foreign language. Van Dommelen argues that the results suggest neither of these claims is true, but this is because a very stringent criterion for significance is used. There is a strong suggestion that the test does correlate wth the two tests used as criterion variables.

253 **VAN HELMOND, K and M Van Vugt**
On the transferability of nominal compounds. Interlanguage Studies Bulletin 8(1984), 5-34.

In this experiment, 52 Dutch compound nouns were assessed by 96 Dutch learners of English and German for their transferability into these languages. Kellerman's work predicts that items should transfer more readily to German than to English, that level of proficiency of the learners should affect their assessment of transferability, and that frequency and transparency of individual items should also affect their transferability. None of these predictions is borne out by the data. The paper concludes with a critical assessment of Kellerman's framework for transfer at the lexical level.

254 **VAN LOOCK, R and G Vanderloock**
A detailed analysis of the KU Leuven English Vocabulary test. MA Thesis, Katholieke Universiteit, Leuven. 1980.

255 **VAN PARREREN, CF and MC Schouten-van Parreren**
Erwerb eines Fremdsprachlichen Wortschatzes. [The development of a foreign language vocabulary.] In: K Deterding and R Hogel (Eds). Englisch auf der Sekundarstage 1. Hannover: Schroedel. 1978.

256 **VAN PARREREN, CF and MC Schouten-van Parreren**
Contextual guessing: a trainable reader strategy. System, 9,3(1981), 235-241.

An informal account of a study in which learners of various languages were required to think aloud as they worked out the meanings of unknown words in a text. Five different levels of error are reported: syntactic, semantic, lexical, stylistic and general errors. Good guessers seem to be able to use context to estimate the most appropriate level for tackling a particular unknown word.

257 **VAN WILLIGEN-SINEMUS, M**
Poging tot vocabulaire afbakening ten behoeve van het tertiair onderwijs. [A French word list for tertiary level learners.] Levende Talen, 320(1976), 431-434.

A short note describing the development of a French word list for Dutch speaking learners at University level. The number of words to be taught as active and receptive vocabulary in courses at this level is briefly discussed, together with some additional constraints on the development of this particular list.

258 **VERPLOEG, R**
Approaches to Vocabulary Testing. Unpublished Scriptie, Utrecht University. 1983.

After a general discussion of lexical testing, this paper reports a series of experiments designed to test different test methods. In cloze tests, phonological prompts to the word proved more effective that semantic prompts. Experiment 2 demonstrated that frequency of items was not a significant factor in multiple choice tests, but multiple choice tests themselves do not seem to be a good way of measuring vocabulary size. Experiment 3 showed that multiple choice tests and synonym tests produced very low correlations.

259 **VISSER, K and M van de Weide**
The influence of the position of the recognition point on word recognition under unfavorable circumstances. Unpublished paper, Dept of English Language and Literature. Rijksuniversiteit, Utrecht. 1983.

This study tests Marslen-Wilson's claim about word recognition and *cohort models using native speakers of English and Dutch. Stimuli were presented in a range of masking noise. The results showed that English speakers were better than Dutch speakers overall, but there was no clear relationship between recognition point, noise and actual recognition. A number of unexpected significant differences

emerged, notably that Dutch speakers seemed to score better on words with late recognition points. These unexpected differences are explained in terms of individual word effects. There was also some evidence that cognate words produce different patterns of results.

260 WAGNER, MJ and G Tilney
The effect of 'superlearning techniques' on the vocabulary acquisition and alpha brainwave production of language learners. TESOL Quarterly, 17,1(1983), 5-17.

This paper compares the learning of vocabulary by traditional rote learning methods, and by a method based on suggestopedic methods. The results showed that the traditional methods produced results twice as good as the *superlearning method. *Alpha brainwave patterns were also monitored, but these showed no variation that could be ascribed to the method used.

261 WALKER, LJ
Word identification strategies in reading a foreign language. Foreign Language Annals, 16,4(1983), 293-299.

This study attempted to identify the strategies which learners use when they are faced with unknown words in a passage of written material. Real words were replaced by pseudo-words in a series of texts, and students were required to verbalise about their search for understanding. This process was recorded, and subsequent analysis of the recordings identified 10 different strategies. These are listed below in order of frequency of use: a) a pronouncing strategy; b) a skipping strategy; c) a regressing strategy; d) a guessing strategy; e) a syntax strategy; f) a dictionary strategy; g) a graphemic strategy; h) a morphemic strategy; i) an intuitive strategy and j) an ignoring strategy. Most subjects used a number of these strategies. Illustrations of each strategy are provided along with a discussion of how each one fits in with earlier speculative claims about reading in a second language.

262 WALLACE, M
Teaching Vocabulary. London: Heinemann. 1982.

An introductory book aimed at beginning teachers. The text consists of eight short chapters with the first four offering a simple theoretical framework for the practical issues discussed at greater length in the last four chapters.

263 **WARREN, B**
Common types of lexical errors among Swedish learners of English. Moderna Språk, 76,3(1982), 209-228.

264 **WEBBER, NE**
Pictures and words as stimuli in learning foreign language responses. Journal of Psychology, 98(1978), 57-63.

A report of an experimental study in which 40 English speakers learned a list of 20 Indonesian words. Words were either cognate or non-cognate with English, and 2 different presentation methods were used: pictures matched with L1 words, or L2 words matched with L1 words. Results showed that cognates were generally better learned than non-cognates. Pictures produced better learning than written stimuli, and this difference was greatest in the case of cognate words.

265 **WESCHE, M and E Schneiderman**
Language lateralisation in adult bilinguals. Studies in Second Language Acquisition, 4,2(1982), 153-169.

This paper reviews evidence for the claim that the right cerebral hemisphere is implicated in second language acquisition. Two experiments designed to test Galloway's stage hypothesis are reported. In experiment 1, 61 English learners of French performed a *dichotic listening task. Results showed significant *right ear advantages for English words, but not for French material, and a close correlation between degree of lateralisation for both languages among subjects. In experiment 2, 37 French speakers learning English performed the same task. Results showed no lateralisation effects for French, but significant effects for English material.

266 **WILLIAMS, R**
Teaching vocabulary recognition strategies in ESP reading. ESP Journal, 4(1985), 121-131.

Williams reviews the arguments which show that we cannot expect to teach learners all the words they need to know, and that it is therefore necessary to teach learners strategies for handling words they do not know. Five such strategies are discussed: inferring from context; identifying lexical redindancy; unchaining nominal compounds; searching for synonyms; and word analysis. Williams also briefly discusses recent work on think aloud experiments which might throw light on the strategies used by good readers.

267 WIND M, and M Davidson
Facilitation of paired-associate learning by language context. Psychonomic Science, 15,4(1969), 184-185.

In this experiment, subjects learned to associate English words with a series of CVC syllables. One group of subjects used a simple paired asociate method, the other group used contexts such as: "The BAP had beautiful leaves in Autumn. (TREE)." Subsequent testing showed that the contextual method produced better learning of the CVC syllables. Wind and Davidson point out that this method bears some resemblance to learning vocabulary in a foreign language, and argue that foreign words presented in context may also be better learned than when they are treated as paired associates.

268 WINOGRAD, E, C COHEN and J BARRESI
Memory for concrete and abstract words in bilingual speakers. Memory and Cognition, 4,3(1976), 323-329.

A report of two studies using *mixed language lists (English and German) with repeated items. Word lists contained both abstract and concrete words. In expt 1, subjects studied the word list and were subsequently asked to indicate whether items on a second list had occurred in the original. In experiment 2, after studying the list, subjects were asked to indicate in which language each item had occurred. The results showed that memory for language of presentation was better for concrete words than for abstract words. The authors argue that this finding is inconsistent with Paivio's *dual coding model.

269 YAMADA, J, S Takatsuka, N Kotake and J Kurusu
On the optimum age for teaching foreign vocabulary to children. IRAL, 18(1980), 245-247.

30 Japanese children aged 7, 9 and 11 learned 4 English words as paired asociates and were tested on a production test. The results showed a tendency for younger children to learn the words better than older children. The authors suggest that this shows younger children acquire L2 vocabulary faster than older children. They suggest that the discrepancy is due to younger children having better rote memory and better motor ability than older ones.

270 ZATORRE, R
La représentation des langues multiples dans le cerveau: vieux problèmes et nouvelles orientations. [The representation of several languages in the brain: new perspectives on old problems]. Langages, 72(1983), 15-31.

An extensive review of the literature on cerebral latralisation. Zatorre provides a detailed discussion of the main experimental findings, and points out a number of serious methodological problems with this work: choice of Ss; their degree of competence in the L2; discrepancies in the tasks under observation; differences between receptive and productive abilities; comparability of stimuli; and intrinsic differences between the two languages residing in a single bilingual. Zatorre also considers some problems in the formal analysis of typical data, and some theoretical issues which affect the interpretation of results. He suggests that "lateralisation" is probably too big a concept to be investigated sensibly, and that future research would be advised to concentrate on more precise issues.

Glossary

This glossary explains terms in the main text which have been asterisked.

Alpha brain waves
see EEG.

Available words
Gougenheim introduced the term **mots disponibles** to describe words which were of low frequency in French, but which nevertheless every native speaker seemed to know and have ready access to. He supplemented his French frequency count Français Fondamental with an additional set of such words, compiled partly on objective grounds, partly on subjective ones. The idea of availability has played an important part in drawing up word lists for pedagogical purposes since Gougenheim's work.

Categorised word lists
Lists of words which are thematically related are said to be categorised. In the experiments reported here, there are usually two or three categories of words in a single list, and these are generally semantic categories: e.g. animals, plants, items of furniture, and so on. In monolingual experiments on memory, categorisation increases recall, and there is a tendency for items in a single category to be recalled in a block, irrespective of the order in which they appeared in the original list.

Classification task
An experimental procedure used to investigate the way words are stored in a subject's mental lexicon. The basic task requires a subject to say whether an item named by a word belongs to a specified category or not: e.g. Is a ROBIN a BIRD. Fast responses are usually taken as an indication that the lexical entry for the word tested contains an indication of the category being tested. Slower responses are interpreted as a reflection of the way categories are organised into semantic hierarchies.

Cloze test
A cloze test is made up of a coherent text from which words are deleted at regular intervals - usually not more than one word in five and not less than one word in ten. Testees are required to fill in the missing words. It is generally believed that cloze tests are an effective integrative test, and accurately reflect overall ability in the L2. There are also a number of variations on the pure cloze test. The most important of these are cloze tests where specific categories of words are omitted.

Cohort model of word recognition
A model of auditory word recognition which suggests that

recognition proceeds in what is essentially a linear left-to-right fashion. Identification of the initial phoneme of a word specifies a cohort of possible words which share that initial phoneme. Identification of the second phoneme reduces the size of this cohort to those which share both segments. Further segments again decrease the size of the cohort until only a single candidate remains. Thus:

/v/ could be: VICE, VICTORY, VOICE, VOCABULARY, VICTUALS, etc...
/o/ could be: VOCAL, VODAPHONE, VOTING, VOCABULARY, etc...
/k/ could be: VOCAL, VOCABULARY, VOCATION, VOCALISE, etc...
/a/ must be: VOCABULARY

The model predicts that word recognition time should be a function of the number of segments required to reduce the cohort to a single member.

Componential analysis
A way of describing the meanings of words by breaking down complex meanings into smaller meaning components. Thus, the semantic field that comprises MAN, BOY, GIRL, WOMAN, CHILD, ADULT, HUMAN, etc can be seen as combinations of two components SEX, and MATURITY, each of which can take three values: (male/female/unspecified and adult/non-adult/unspecified). In principle, this idea can be extended to include larger component sets, and thus it is possible to cover much larger semantic fields. In recent years, the methodology has been exploited to produce a wide range of vocabulary teaching materials, particularly for EFL (cf. especially Rudzka et al. 1981 and 1982).

Compound bilingualism
The distinction between compound and co-ordinate bilingualism was first made in 1954 by Ervin and Osgood. They argued that different types of learning experience might produce types of bilingualism that were essentially distinct from each other. In particular, they distinguished two main types of bilingual. The compound bilingual, it was suggested, had a single meaning system linked to two different decoding and encoding systems, one for each of the two languages. The compound bilingual was typically someone who had learned two languages simultaneously, usually in early childhood. The co-ordinate bilingual on the other hand, was seen as having two separate meaning systems; typically, such individuals are produced by learning a second language (usually in adulthood) in an environment which is not the same as the L1 environment.

Co-ordinate bilingualism
See compound bilingualism.

Dichotic Listening
In dichotic listening tasks, verbal stimuli are presented via

stereophonic earphones in such a way that one set of stimuli is presented to the right ear, and a different set to the left ear. The auditory system is similar to the visual system, in that material presented to the one ear is processed principally by the opposite hemisphere of the brain: i.e. material presented to the right ear is processed principally by the left hemisphere of the brain. Since the left hemisphere appears to be better at processing language than the right hemisphere does, it is often reported that verbal material presented to the right ear is better processed than verbal material presented to the left ear. This is the so-called right ear advantage for verbal material.

Distributed practice
See massed practice

Dual coding
A model of the mental lexicon particularly associated with A. Paivio, which has recently been adapted to handle bilingual lexicons. The theory suggests that cognitive activity is mediated by two independent but partly connected symbolic systems: an image system and a verbal system. The former handles non-verbal events and objects, while the latter is specialised for processing linguistic information. The two systems are assumed to operate independently, but they can interact with each other. Paivio suggests that where bilinguals are concerned, there are two verbal systems. Each of these systems is connected to the image system, but they are also interconnected via representations corresponding to translation equivalents. These interconnections are essentially one-to-one links, unlike the one-to-many links which are characteristic of the connections within a single language verbal system.

EEG
Abbreviation of electroencephalogram. By placing electrodes at certain places on the skull, it is possible to obtain an indication of the electrical activity which is taking place in the brain. Although these indications are fairly crude, the results suggest that certain types of task cause increased electrical activity in certain parts of the brain. It is assumed that where this activity occurs marks the sites where the processing related to the taks in question is actually carried out. EEG wave patterns come in a number of distinct forms. The most ipmortant of these are alpha waves - usually associated with concentration and attention - and delta waves which are characteristic of deep sleep.

Faux amis
Lit: "false friends". A term used to describe words in an L2 which have a formal resemblance to an L1 word, but do not share its meaning. E.g. Spanish **car** corresponds to English **coach**, and not to English **automobile**: Spanish **embarazada** means **pregnant**, and not

BEST COPY AVAILABLE

embarrassed. These items are typically a major source of errors in L2 speakers.

Free recall
In verbal learning tasks, subjects are typically required to read or listen to a long list of words, and then, after a suitable interval, they are required to recall as many of the original items as possible. In free recall conditions, the items can be recalled at any rate and in any order. This contrasts, for example, with serial recall, where the subject is required to reproduce the material in the same order as it was presented.

Hook word mnemonic
A mnemonic system for learning long lists of words. Each of the ten digits is associated with a letter or sound. Thus, for example, 1=t, 2=n, 3=m, 4=l, 5=s, 6=d, 7=f, 8=b, 9=g and 0=p. Then a list of words is made up which incorporate these sounds, and this list is learned by heart. With the choice given above, this list might contain 20:nip; 31:mat, 42:lane, 53:sum, 64:dell, 79:fog, 86:bed, and so forth. These are the hook words. After this initial learning, any long list of items can be rapidly learned by pairing the items with their number in the list, and making an association between each item and its corresponding hook word. Thus, if item 86 in the list to be learned was cow, its hook word would be bed, and an appropriate image might be a picture of a cow in bed. the more bizarre the imagery, the greater the likelihood of recalling the item subsequently.

Key-word mnemonic
Like the hook word mnemonic (q.v.) this mnemonic system relies on visual imagery as a way of linking L2 words and corresponding L1 counterparts. The technique consists of two stages. In stage one, an L2 word is presented together with a key-word, i.e. a word in the L1 which partly resembles the L2 word in sound or in appearance. In stage two, the meaning of the foreign word is presented together with the key-word. The learner then forms an imagery link between the L1 word and the key-word. Thus, for the Spanish words caballo (horse), reloj (watch), and ducha (shower) the method might work as follows:

Stage one	Stage two	Imagery link
caballo:cab	cab:horse	a horse pulling a cab
reloj:loch	loch:watch	a watch sinking into a loch
ducha:duchess	duchess:shower	a duchess in a shower

The likelihood of recalling an item subsequently is greatly enhanced by using amusing or obscene images. It is claimed that the key-word method produces vastly superior learning of vocabulary than any other comparable method. A variation of this method has been exploited by Gruneberg in his Linkword computer programs.

Language shift
A technique used in list learning experiments, where the lists contain items from two or more languages. It is possible to vary systematically the number of times a change of language occurs, and measure how much these changes affect performance on the test. Cf. also mixed language lists.

Lexical decision task
In lexical decision tasks subjects are asked to decide as quickly as possible whether a given stimulus is a word in a specified language or not. In the experiments reported here, the lexical decision task is generally used to measure interference between languages. For example, an English monolingual would have no difficulty in deciding that both MANK and MANCHE are not English words. An English-French bilingual however, might be slower to reject a word like MANCHE which does exist in his other language.

Massed practice
A way of describing patterns of revision used in verbal learning experiments. Suppose you have two groups of subjects who learn 100 words in Russian. Group 1 gets 2 hours of revision in a single block one day after the initial learning. Group 2 also gets 2 hours of revision but this is spread out over 12 days, with a 10 minute revision session each day. The first group experiences massed practice, while the second group experiences distributed practice. All other things being equal, distributed practice is generally believed to be more effective where L2 vocabulary is concerned.

Mixed language list
A list of words used in a memory experiment, which contains items from at least two languages. In long lists, items which appear more than once are usually more likely to be recalled than items appearing only once. This fact can be exploited to test models of lexical storage in bilinguals: you ask bilinguals to recall mixed language lists in which some of the items appear in both languages. If the translated items are not recalled any better than the items that appear only once then it is likely that the two lexicons are functionally separate. Actual evidence on this point is inconclusive.

Paired-associate learning
This term comes from the psychology of verbal learning, and is used to describe experiments in which subjects learn by heart lists of word pairs. In these experiments the task generally involves being able to recall one word of a pair on being presented with its partner. Pairs of words typically consist of two words in the L1, but sometimes, one or both words can be an unknown word or a word in a foreign language. Thus, paired-associate learning appears to resemble one of the traditional ways of learning foreign language

vocabulary. There is a vast literature on paired-associate learning, most of which is vaguely relevant to L2 vocabulary acquisition if you use the list learning method. (cf. A Baddely, The Psychology of Memory. London: Harper and Row. 1976)

Paradigmatic replacement
Replacing words in a sentence by another word of the same grammatical class - a technique exploited heavily in audio-lingual language courses in the sixties.

Picture word interference test
A variation on the Stroop test (q.v.) in which pictures and captions are presented as stimuli. In some conditions the pictures and captions match, while in others they do not match (e.g. a picture of a cup labelled "boat"). Subjects are required to name the pictures. As in the Stroop test, when pictures and captions do not match, interference is produced. The experiments in this volume are mostly concerned with the degree of interference produced when captions and response language are not identical.

Priming effects
Recognition thresholds (q.v.) for words can be strongly reduced by manipulating the contexts in which they are presented. Thus, for example, recognition thresholds for words are typically reduced if the word has recently been recognised or used. Recognition thresholds can also be reduced by asking subjects to recognise other related words. Thus, the recognition for SPARROW would normally be low if the subject had just recognised words like THRUSH, GOLDFINCH, PIGEON, etc. or if he had just recognised a set of words like MARROW, HARROW and YARROW. The former set illustrates **semantic priming**, the latter **phonological priming**. Priming effects can operate across languages: e.g. if a bilingual subject has just recognised BIRD, his threshold for OISEAU is likely to be reduced in some circumstances.

Recognition threshold
The minimum length of time for which a word must be displayed in order for it to be perceivable. See also tachistoscope.

Semantic differential
A method of investigating subjective aspects of meaning first used by Osgood. Subjects are asked to rate words on a series of seven point bi-polar scales: e.g. you might be asked to rate **COW**, **HORSE** and **ELEPHANT** on a set scales which included BIG...LITTLE, DOMESTIC...WILD, HARD...SOFT, WISE...FOOLISH, etc. Typically, the set of scales would include at least twenty to thirty items. These scales are then subjected to a form of factor analysis which works out common factors between the scales. In general the analysis generally reveals that three factors are usually enough to describe the data accurately. Osgood showed that these three factors can be

described as a basic ACTIVE/PASSIVE dimension, a GOOD/BAD dimension and a STRONG/WEAK dimension. This analysis allows you to imagine words being placed in a three dimensional space defined by the three factors, and using some sophisticated mathematics it is possible to calculate how the words tested cluster together within this semantic space. For bilinguals, it is possible to ask whether the clustering you get in one language closely resembles the clustering produced by the second language.

Spew test

In this test, subjects are aked to produce as many words as they can think of beginning with a particular letter in a given length of time, usually a couple of minutes. The idea behind this is that if your vocabulary is very limited, then you should find it difficult to produce [illegible] words. Conversely people with larger vocabularies should exper[illegible]e little difficulty with the test, and should be able to "spew out" large numbers of words. The term (but not the test) was first used by Jane Freeland.

Stroop test

The Stroop test is used as a way of distinguishing between the superficial characteristics of words and their meanings. The test comes in a variety of forms, but at its simplest, it comprises three stages. In stage one, the subject is shown a set of stimuli consisting of colour patches (A), and he is required to name the colour of the patches. The time taken for this is measured. In stage two, a second set of stimuli (B) is presented. This set consists of a set of colour words printed in the appropriate coloured ink. Again, the subject is required to name the colour of the ink. In stage three, a further set of stimuli is presented (C), this time consisting of a set of colour words printed in the wrong colour ink: e.g "RED" printed in blue ink, "GREEN" printed in purple ink, "BLUE" printed in red ink, and so on. In this condition, naming the colours is very difficult, and takes much longer than naming stimulus sets (A) or (B). These effects are usually ascribed to interference from the irrelevant colour names. In the experiments reported here, Stroop interference is usually measured across languages: for instance, a subject might be asked to name colours in English when the interfering colour names were printed in French.

Tachistoscope

Greek: tachi- = speed (as in tachometer), and -scope = look (as in telescope, periscope, etc).

A device which makes it possible to present visual material to an observer for a controlled length of time. Typically tachistoscopes consist of a large black box containing an arrangement of half-silvered mirrors and lights which makes it possible to control very accurately the length of time during which a stimulus is visible. Tachistoscopes have now largely been superceded by

microcomputers linked to cathode-ray tube displays. They are still used in experiments where very detailed measurements are required, however, because ordinary microcomputers and TV screens are normally accurate only to within 100 msecs or so. The anticipated variation in word recognition experiments is often much less than this.

Word association tests

Word association tests are a way of finding out some of the ways in which words are linked together by individual subjects, or (more typically) by large groups of similar subjects. There are three mnain types of test. In the basic association test, each subject is presented with a list of stimulus words, and for each stimulus the subject produces a single response, ideally "the first word that comes into his head". Two other variants are in common use. The continuous association method requires subjects to produce a continuous chain of responses to a single word for a specific length of time, usually one to two minutes. It is sometimes claimed that this method produces very similar results to the basic method but it has the advantage that reliable results can be obtained with many fewer subjects. Restricted associations are used chiefly by Riegel and his associates in Michigan. The method is the same as the basic test, but subjects are required to produce specific types of response - e.g. a superordinate, an appropriate adjective, and so on.

Word superiority effect

In word recognition experiments, real words are usually recognised faster than non-words are rejected. In addition, words are usually recognised faster than the individual letters that make them up can be recognised. These phenomena obviously place some constraints on the range of models that can be devised to explain word recognition.

Subject Index

arithmetic 98 149 150
bibliographies 160 178 201 246
CALL 41 82 158 191
cerebral dominance 43 85 86 87 89 93 94 183 193 238 239 240 251 265 270
cognates 22 42 114 126 140 145 174 198 250 264
collocations 8 32
concept development 3 4
context 27 78 80 196 231 256 267
core vocabulary 44 45
dichotic listening 43 93 94
dictionaries 23 26 45 70 83 108 111 229
difficulty 100 113 188
dyslexia 167
errors 105 112 156 164 181 256 263
faux amis See cognates
forgetting 21
fossilization 33
free recall 20
glosses 37 41 124 231
guessing See inferencing
idioms 9 118
idividual differences 54 67 71 136 215 223
inferencing 27 47 52 80 99 110 127 142 176 189 195 232 233 256 261 266
introspection 54 99
knowing a word 5 34 146
L1 vocabulary 14
lateralisation See cerebral dominance
lexical decision task 42 129 130 224
lexical richness 17 134 135
mnemonics 53 69 95 101 141 169 171 200 201 202 203 204 205
orthography 49
pictures 59 102 120 151 187 199 264
practice 35
recall of word lists 65 107 132 149 152 268
script activators 1 70
semantic theory 25 48 55 56 60 109 154 218 219 242
semantic differential 45
Stroop test 29 49 92 131 152 153
strategies 54 188 215 243 261 266
suggestopedia 36 119 260
superlearning See Suggestopedia
switching 66 192
transfer 11 106 118 121 122 123 207 208 250 252
translation 77 177
vocabulary acquisition (general principles) 8 10 24 30 31 56 57 58 144 157 179 180 185 214 225 235 236

vocabulary tests 76 96 97 143 258
word associations 64 88 125 137 163 206 254
word recognition 40 79 91 147 161 162 175 209 210 211 238 239 240 259

Language Index

Arabic 11 110 154
Catalan 206
Chinese 29 49 97 199
Danish 99
Dutch 59 76 96 107 118 121 122 123 126 174 175 210 211 212 232 233 234 250 252
Finnish 20 112 207 208
French 1 2 6 30 31 40 49 58 59 64 66 91 92 100 106 130 136 138 140 145 169 170 187 198 226 227 247 250 259 265
German 22 102 121 122 123 137 145 147 148 149 150 151 152 245
Hebrew 10 34 53 54 94 238 239
Hindi 129 130
Indonesian 264
Italian 245
Japanese 23
Latin 204
Navajo 43
Portuguese 241
Russian 3 78 139 234
Spanish 11 37 42 43 75 93 98 101 120 132 155 161 167 171 203 205 206 224
Swedish 4 20 134 135 147 148 149 150 151 152 207 208 226 227 263
Turkish 131
Vietnamese 250
Xhosa 105

Other CILT publications

Teaching interpreting: study and practice

Compiled and edited by H Janet Altman

This specialised bibliography focuses on the area likely to be of particular interest to language teachers, namely the teaching of interpreting. Entries consist of abstracts of articles and are divided into seven sections which include: ***Theory of interpreting***; ***Training in conference interpreting***; ***Interpreting as a career***; and others.

A5 Paperback 96pp 1987 ISBN 0 948003 12 X

Translation in the modern languages degree

Edited by Hugh Keith and Ian Mason

A collection of papers presented at a conference held at Heriot-Watt University, January 1986, which was the third in a series designed to focus on language teaching at tertiary level. Contributions include: ***Market-orientated translation training***; ***Teaching professional translation as a language-development exercise***; ***Using machine translation as a teaching aid***; and others.

A5 Paperback 96pp 1987 ISBN 0 948003 71 5

Confidence through competence in modern language learning

Edited by C V James and R Freudenstein

A selection of papers presented at the Helsinki World Congress of the International Federation of Modern Language Teachers (FIPLV) in July 1985. The five themes, introduced by an overview of the state of language teaching today, cover: creativity and language learning; the teacher and the taught; innovation and language teaching; computer-assisted language learning; examinations and testing.

A5 Paperback 240pp 1986 ISBN 0 948003 31 6

Vocabulary in a second language - Volume 1

Compiled and edited by Paul Meara

A bibliography listing research published between 1960 and 1980 on vocabulary and word-handling in a second language. Summaries (abstracts) of major articles, glossary of terms, and subject index.

A5 Paperback 96pp 1983 ISBN 0 903466 55 4

For details of all CILT publications write to:
Centre for Information on Language Teaching and Research
Regent's College, Inner Circle, Regent's Park, London NW1 4NS

ISBN 0 948003 86 3

This bibliography is a follow-up to volume 1 which was published by *CILT* in 1983.

Volume 2 covers work published between 1980 and 1985 in the field of vocabulary and word-handling in a second language. Nearly 300 entries are organised alphabetically, and for each entry a short abstract is provided. The book includes a glossary of terms and a subject index.

97